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#### ABSTRACT

This curriculum bulletin is intended to serve as a guide to teachers and supervisors in teaching the fundamental Chinese language skills, in using audiolingual techniques, and in developing an understanding of China, its people and its civilization. Information and guidelines are presented for the following areas: (1) aims, content, and scope of levels 1 and 2; (2) developing the four basic language skills; (3) writing and using pattern drills; (4) textbooks and textbook adaptation; (5) use of the tape recorder; (6) homework; (7) the teaching of culture; (8) audiovisual resources: (9) the language laboratory; (10) testing and evaluation; (11) the advanced placement program; (12) team teaching; and (13) programmed instruction. An extensive bibliography and a list of audiovisual materials for use in Chinese classes are also provided. (Author/PMP)

NEW YORK CITY FOREIGN LANGUAGE PROGRAM FOR SECONDARY SCHOOLS





# Chinese

Levels 1 and 2



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#### FOLEWORD.

The study of China, its language and its people, has always been of singular importance to Americans, in view of its unique history and its vast size and population. With the admission of the Peoples Republic of China to the United Nations and its changing relationship with the United States, interest in the Chinese language and civilization will undoubtedly grow. It can be expected that mainland China will be more accessible than heretofore and that communication between China and the United States will expand. It is inevitable, therefore, that a greater number of students will be attracted to the study of the Chinese language and culture.

This bulletin, New York City Foreign Language Program for Secondary Schools: Chinese, Levels I and II, is intended to serve as a guide to teachers and supervisors in teaching the fundamental Chinese language skills, in using audio-lingual techniques, and in developing an understanding of China, its people, and its civilization.

In presenting this bulletin, we express deep appreciation to the staff and to members of the academic community who contributed so generously to this work.

SEELIG LESTER
Deputy Superintendent of Schools



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This bulletin was developed under the overall direction of Seelig Lester, Deputy Superintendent of Schools, as a cooperative venture involving the Bureau of Curriculum Development, David A. Abramson, Acting Director, Leonard Simon, Acting Assistant Director; and the Bureau of Foreign Languages, Leo Benardo, Director, David Weiss, Assistant Director.

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At the Bureau of Curriculum Development, Lilliam M. Gillers coordinated the project and edited the manuscript; Edna Bernstein assisted in the preparation of the bibliography; Edythe Kahn and Elena Lucchini collaborated in the editing and were responsible for printing production.



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#### INTRODUCTION

Foreign languages in the public schools of the United States have in the past been studied primarily for their cultural and literary values. Given a meager allotment of time, the linguistic objectives of foreign language study were often limited to the development of reading skill. In many instances, an undue amount of instruction time was devoted to translation and to grammatical analysis in English. As has been increasingly evident, the outcomes of such instruction have proved to be inadequate to the foreign language needs of our citizens and of our government in the present-day world.

The supersonic jet and swifter forms of world-wide communications have contracted the globe, and the need to communicate with our neighbors abroad has become all the more imperative. Our international relations are constantly expanding as we endeavor to build and maintain alliances for securing the peace, to provide technicians and material assistance to underdeveloped countries, to engage in international cooperation in science, technology and business, and to promote large-scale cultural exchanges of students, teachers, artists, musicians, and leaders in many fields. The importance of acquiring a working knowledge of foreign languages is constantly increasing as our far-flung activities and our destiny grow more and more intertwined with those of other peoples.

The fact that the study of foreign languages has become vital to the national interest has been dramatized through the National Defense Education Act (1958) and the creation of the Peace Corps (1961). The resulting challenge to the schools was taken up in the revised New York State foreign language syllabi (1960 et seq.) by emphasizing foreign language as a means of oral communication and by recommending longer sequences of foreign language study. In consonance with the New York State syllabi, the New York City Foreign Language Program for Secondary Schools stresses an audio-lingual approach and provides four to six year sequences of foreign language study.

In addition, this curriculum bulletin incorporates recent modifications of the predominantly linguistic orientation which prevailed during the initial stages of the new trend in foreign language teaching. These modifications are chiefly reflected in motivational activities, in a reaffirmation of the importance of meaning as opposed to mechanical repetition, and in the greater flexibility accorded to pre-reading instruction, thus affording the possibility of a somewhat earlier exposure to the graphic symbol than had formerly been advocated. An attempt has thus been made to balance the earlier subject-centered emphasis of applied linguistics by favoring a learner-centered approach.



#### PURPOSES AND USES OF THIS BULLETIN

This publication represents the culminating stage of the Chinese curriculum project developed as part of the New York City Foreign Language Revision Program for Secondary Schools.

In the course of the revision program, a total of 23 different experimental bulletins appeared from 1962 through 1965 in the form of separate fascicles for five levels of instruction in French and Spanish, and four levels in German, Hebrew, Italian, Latin, and Russian. These bulletins were used experimentally in all the junior and senior high schools in New York City. They were then evaluated by teachers, chairmen, coordinators, and other supervisory personnel, both individually and in committee. On the basis of this evaluation, a number of revisions and editorial rearrangements were made. Finally, all the fascicles dealing with a particular language were combined into a single bulletin for that language.

The completion of this bulletin for Chinese, Levels I - II, ful-fills the aim stated in 1962 in the first of the experimental bulletins, namely, "to provide our foreign language teachers with a syllabus which is in consonance with the New York State syllabus, with the new organization affecting foreign languages in the junior high schools, and with the newer audio-lingual techniques."

This bulletin is intended to serve as a guide to teachers of Chinese in:

- 1. following the scope and sequence of course content
- 2. teaching the fundamental language skills
- 3. teaching the culture and civilization of China
- 4. using audio-lingual techniques.
- 5. preparing and using dialogues and pattern drills
- 6. carrying on a program of motivational activities and projects
- 7. using audio-visual aids and the tape recorder
- 8. using the language laboratory
- 9. employing effective criteria for textbook selection
- 10. adapting textbooks to audio-lingual teaching
- 11. planning homework assignments
- 12. planning and scheduling supplementary reading and reports
- 13. improving inter-divisional articulation
- 14. constructing tests and comprehensive examinations

Foreign language chairmen, supervisors, and coordinators will be guided by this bulletin in:

- 1. preparing departmental courses of study
- 2. orienting teachers to the principles and practices of foreign language teaching
- 3. preparing model lesson plans and teaching materials for department
- 4. evaluating textbooks and audio-visual aids
- 5. planning department programs for the use of audio-visual aids



- 6. planning for the effective use of the language laboratory
- 7. promoting inter-divisional articulation
- 8. setting up a department program of motivational and enrichment activities
- 9. organizing a department-wide supplementary reading program
- 10. formulating directives to teachers for pupil orientation to Regents and other comprehensive examinations
- 11. planning inter-divisional and departmental testing programs
- 12. evaluating the general program of foreign language instruction

This bulletin is a fairly comprehensive source book of language learning theory and of activities, procedures, techniques, and devices employed in foreign language teaching and learning. Considering the neterogeneity of the New York City school population, the vast range of interests and abilities, and consequent variations in rate of progress, there is an urgent need for individualization of instruction to achieve maximum learning for each group. It is lows then that local adaptations of this bulletin are essential, whether divisional, departmental, or inter-class. It is not expected that teachers will attempt to adopt all the suggestions offered, but rather that they will make selective use of all the activities described herein, deper ling on the individual needs, interests, abilities, and previous achievement of the class.

By couching its principles and delineation of topics in the form of suggestions, this bulletin gives considerable leeway to the individual resourcefulness, creativity, and initiative of teachers. This is particularly so in such matters as devising means to sustain pupil interest, making and collecting illustrative materials, exploiting the full potential of the tape recorder, and creating situations for pupils to use the foreign language both in and out of class.

#### LEVELS AND GRADES

To clarify references to grades and sequences, the term <u>level</u> is used rather than grade or year. Since this curriculum bulletin is designed to be uniform for both junior and senior high schools, Levels I and II, which may be taught in either division, are treated together.

The notion of levels of foreign language instruction is based on a more or less empirical system of (a) subject matter organization and (b) relative rates of acquisition of subject matter plus skills at different stages of education. Thus, the fundamental linguistic subject matter of a foreign language may be organized into three parts: Elementary (Levels I and II), Intermediate (Levels III and IV), and Advanced (Level V, Advanced Placement). As for the rate of acquisition, it is usually said to be the amount of foreign language subject matter plus skills that can be acquired by a normal pupil in 1 year of senior high school (at 5 periods per week) and 2 (or 3) years of junior high school (at a smaller number of periods per week). This ratio is, of course, approximate and may vary, depending on the previous knowledge, motivation, ability, and maturity of the pupils as well as on the school organization and on the number of periods allotted to foreign language

study.

By using the system of levels, confusion is eliminated regarding a pupil's year or grade in school and his stage of advancement in foreign language study (i.e., his level). Furthermore, in the event of changes in school organization, only minor rearrangements of subject matter need be made. Organization by levels also makes possible many schemes of level-grade relationships as between junior and senior high schools. In addition, variations can easily be made to provide acceleration for pupils who are highly proficient in foreign languages.

#### AIMS OF FOREIGN LANGUAGE INSTRUCTION

#### General Aims

The general aim of instruction in foreign languages is to develop in pupils the skills needed for effective communication in the foreign language.

A concomitant aim is to develop in pupils an understanding of the foreign people, of their country, and of their culture.

#### Specific Aims

#### Linguistic Aims

- 1. To understand the foreign language when spoken by a native at normal tempo and on a topic within the pupil's experience.
- 2. To speak the foreign language on topics within the pupil's experience with sufficient clarity to be understood by a native.
- 3. To read with direct comprehension material within the pupil's experience.
- 4. To write in the foreign language on topics within the pupil's experience.

#### Cultural Aims

- 1. To develop an enlightened understanding of the foreign people through a study of their contemporary life, their patterns of behavior, and their national customs and observances.
- 2. To acquire specific knowledge regarding the geography, history, economic life, and educational and political institution of the foreign people.
- 3. To acquire attitudes conducive to intercultural harmony through a study of the contributions of the foreign people to the development of the United States and of world civilization.
- 4. To develop cultural and esthetic appreciations through a study of the foreign country's art, music, literature, science, and contemporary art-forms, such as drama, film, dance, and design.
- 5. To promote growth in the language arts through the development of language consciousness.



#### AIMS FOR LEVEL I

# Expected outcomes of the audio-lingual approach integrated with reading and writing activities:

- 1. Facility in speaking Chinese in everyday situations within the content scope of Level I.
- 2. The ability to understand the Chinese language when spoken at normal speed on subjects within the content scope of Level I.
- 3. The ability to read in Chinese, with direct comprehension, what has been mastered audio-lingually.
- 4. The ability to copy in writing and to write from dictation Chinese that has been heard, spoken and read.
- 5. The acquisition of an introductory knowledge regarding the life and customs of the Chinese people.

#### AIMS FOR LEVEL II

# Expected outcomes of an audio-lingual approach integrated with reading and writing activities:

- 1. The ability to speak Chinese with reasonable fluency on topics within the content scope of Levels I and II. This ability is demonstrated by immediate and appropriate responses in Chinese to questions, cues and other stimuli, by the ability to ask appropriate questions, and to make meaningful statements in Chinese.
- 2. The ability to comprehend the Chinese language directly when spoken by a native on topics within the scope of Levels I and II. Such comprehension is demonstrated by immediate and appropriate actions, or by appropriate verbal or written responses in Chinese.
- 3. The ability to read with direct comprehension both known and new material on topics within the scope of Levels I and II. This ability is demonstrated by correct phrasing, stress and intonation in oral reading and, in silent reading, by appropriate verbal or written responses in Chinese, to content questions or other comprehension checks.
- 4. The ability to write in Chinese what has been heard, spoken and read, within the scope of Levels I and II. This ability is demonstrated in writing memorized dialogues, dictations, cued responses, answers to questions, and directed compositions.



5. The acquisition of specific knowledge regarding the life, customs and observances of the Chinese people, the geography and climate of their country and Chinese cultural islands in the United States.

#### GUIDING PRINCIPLES, LEVELS I AND II

- chological principles of learning. Subject matter should be presented in easily assimilable units. Each unit should be suitably motivated. Overlearning and reinforcement should be employed to promote retention of subject matter and mastery of skills.
  - 2. The audio-lingual approach emphasizes language as a means of oral communication; hence there should be maximum use of Chinese at all times by the teacher and pupils. The use of English in the Chinese classroom should be kept to a minimum. Classroom routine should be conducted in Chinese. English should be used only when necessary; i.e. (a) to give the meaning of highly contrastive structures; (b) to provide cues for recall drill of such structures; (c) to develop and formulate generalizations or rules of grammar; and (d) to give the meaning of words and phrases that cannot be readily defined or explained in Chinese.
  - 3. The sequence of learning Chinese should be: listening, speaking, reading, writing.
  - 4. Pupils should learn the basic sound system of the Chinese language in functional expressions before learning to read and write it. This should occur during a "pre-reading phase" of audio-lingual instruction.
  - 5. It is recommended that approximately the first 20 class sessions of Level I be devoted to the pre-reading phase of Chinese instruction. Since the optimum duration of the pre-reading phase cannot be uniformly established for all classes and languages, local decisions by experienced teachers and supervisors will be necessary. Such decisions will take into account the following: (a) maturity of the pupil, and (b) the particular language being studied. With regard to pupil maturity, the pre-reading phase would tend to be longer in the lower grades and shorter in the higher grades. With regard to a particular language, the pre-reading phase would tend to be longer for languages with Roman alphabets and non-phonetic spelling (French), and shorter for languages with Roman alphabets and phonetic spelling (German, Italian, Spanish'. It would also tend to be shorter for languages with non-Roman alphabets (Hebrew, Russian, Chinese).



- 6. Grammar should be learned as structural patterns of language, with a maximum of drill to automatize responses and a minimum of theoretical analysis. It is more important for the pupil to learn Chinese than to learn how to discuss it in English. However, meaning should never be ignored in favor of mechanical drill and rote memorization. Both analysis and analogy should be employed in the learning process.
- 7. Among the goals of instruction is the development of the ability of direct auditory and reading comprehension. This means that translation should be avoided as a teaching procedure.
- 8. The necessity for intensive ear training and for habit formation in oral expression makes the use of the language laboratory and of classroom electronic equipment an essential part of audio-lingual teaching and learning.
- 9. Visual aids, such as slides, filmstrips, pictures, charts, models, costumed dolls, etc., should be employed to teach and drill vocabulary, and to promote oral production in the Chinese language.
- 10. The cultural aspect of the study of Chinese should be integrated with the linguistic aspect. Particularly in the early phases, when class time is needed for audio-lingual drill, emphasis should be on the language itself as a cultural manifestation. However, in order to insure common learnings of basic cultural data and insights, specific cultural topics are prescribed.

#### DEVELOPING THE LANGUAGE SKILLS, LEVELS I AND II

The methods to be used by the teacher in audio-lingual instruction are determined by the aims and guiding principles previously set forth. Similarly, all classroom activities must be planned and carried out in such a way as to promote these aims and principles. Although the teaching suggestions below are listed separately under the four skills which constitute language competence, this is only a procedural convenience and is by no means intended to suggest that these skills are separate entities. On the contrary, language learning is an organic process in which each skill is dependent upon and reinforces the other. Auditory comprehension, for example, involves listening, understanding and, usually, responding by word or deed; hence, the linked concept, "audio-lingual" skill. Whether the components of this skill are taught and learned simultaneously or sequentially, they are always interactive and interdependent.

#### Ear Training

In learning Chinese, the listening experience precedes understanding and speaking. When the speech sounds that strike the pupil's ears

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are directly linked in his mind with meaning, the pupil may be said to comprehend audially what is being spoken. It is the teacher's function to establish this direct linkage of sound and meaning by constant and repeated exposure of the pupil to the sound of Chinese in the form of functionally used basic speech patterns.

The voice which the beginning pupil will hear is most often that of the teacher. Listening to the teacher pronounce phrases and speak or read aloud in Chinese, with clarity, distinct enunciation, appropriate facial expressions, and with gestures, should induce the pupil to concentrate on sounds, intonation, stress, and meaning. The teacher should gradually increase the listening experiences of his pupils by the use of discs or tapes in the classroom or in the language laboratory, where the pupils can be isolated from listening to their classmates' mistakes. Chinese films, and radio and television programs also provide valuable ear training when purposefully integrated with class work.

To develop auditory comprehension, the pupil must be trained to listen attentively and with discrimination. His ability to listen attentively depends largely on motivation; his ability to listen with discrimination depends on knowing what to listen for, and intensive practice in guided listening. Curiosity and the novelty of learning a foreign language may be the initial motivation for listening, but these may soon wane unless a stronger motivation is established. Such motivation depends on the intrinsic interest of what the pupil is listening to; its pertinence to his experience; his conscious awareness of the purpose of the listening; precise instructions as to what to listen for; and gratification resulting from the success of the listening, i.e., comprehension.

In preparing materials and planning activities designed to provide ear training, the teacher should be guided by the following principles:

- 1. The spoken subject matter should have intrinsic interest and should be related to present or potential student experience.
- 2. Listening should be followed by oral reproduction or responses so that the student comes to realize as a matter of direct personal experience that accurate oral reproduction depends in the first instance or accurate listening and understanding.
- 3. To insure that students know what to listen for, the teacher should provide suitable motivation, based on content, before the first listening. After the first listening, there should be an analysis only of those sounds and structures which have caused comprehension difficulties. Repeated listening thereafter will fortify the soundmeaning linkage necessary for proper ear training.
- 4. A comprehension check should follow the listening experience. To be valid in audio-lingual instruction, the comprehension check should



operate exclusively in Chinese. Translation into English will defeat the aim of achieving direct comprehension.

#### Speaking

As already indicated, the ability to speak Chinese is developed concurrently with the ability to listen with auditory discrimination and comprehension. A pupil must be able to hear and understand before he can be trained to imitate what has been spoken. Effective oral communication in a given language depends on the ability to produce rapidly the characteristic sounds and intonation of that language; i.e., the ability to pronounce correctly and without undue hesitation the normal structural patterns of the language. Acquiring this ability is essentially a matter of habit formation, which implies intensive drill.

From a practical point of view, the development of good pronunciation by the pupil depends on the good pronunciation of the teacher, and on the teacher's constant insistence on accurate repetition. Until basic habits of speech production have been established through guided practice with the teacher, it is advisable not to use recorded native speech for mimicry drill. Recorded speech can never adequately replace the live example of the teacher because it offers no visual clues to articulation and does not react to pupil errors. The key, therefore, to accurate pronunciation and intonation is teacher-guided imitation and repetition. Beginning with repetition of whole units of oral expression, oral skill is gradually expanded through repetitive drill designed to give the pupil habitual control of basic forms and structures, and the ability to vary and transform them automatically, as required.

Speech can be analyzed into articulation, stress, intonation, etc., but to the beginning pupil, after being trained to listen and understand, speech appears as a continuum of meaningful sounds, and it should be learned as such. Analysis should be confined to remedial purposes and employed only when necessary. No amount of theory as to how speech is produced can replace guided practice in actually producing it. The fact that one learns to speak by speaking is not merely a truism; in audio-lingual instruction it is an inescapable imperative.

In preparing materials and planning activities to teach pronunciation and speaking, the teacher should be guided by the following principles:

- 1. After initial hearing and understanding, repeated mimicry to the point of automatic recall represents the first stage of learning to speak the foreign language; hence the importance of memorizing dialogues, conversations, action series and responses.
- 2. At this stage, frequent choral recitation will overcome shyness and maximize perticipation. Language laboratory techniques may be used for mimicry drill but only to fortify what has been previously learned by guided imitation of the teacher. Speech analysis should be used for eliminating inaccuracies of oral production that do not yield to repeated attempts at imitation.



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3. Development of speaking facility follows as the result of growth in articulatory control of word-structure patterns. Such control is achieved through various types of word and structure drills; e.g., substitution, replacement, dued responses, variation, transformation, directed conversation, and independent responses.

#### Reading

The difference between reading and speaking is greater in Chinese than in all other foreign languages because of the difficulty of memorizing a Chinese ideograph as compared with learning a word written in a latinized script. In addition, the difference between the spoken and written forms adds to the disparity between the spoken and written language. Reading, therefore, should not be introduced until after the pupil has acquired mastery of the basic sound patterns and some facility in the use of basic dialogue structures.

Visual interference or blockage due to sound-spelling differences between English and the foreign language will generally be minimized as a result of pre-reading, audio-lingual instruction. Furthermore, just as there is an interdependence between understanding and speaking, there is a similar interdependence between reading and writing, so that practice in writing (copying, dictation, etc.) will facilitate the visual recognition of printed words which is essential for fluent reading.

The transition to the reading of new material can begin in the same sequence as posited in the guiding principles for the learning of language in general; namely: <u>listening</u> (oral reading or paraphrase by the teacher); <u>speaking</u> (oral repetition by pupils; answers to questions); reading (first chorally, then individually); and <u>writing</u> (completions or whole-sentence answers to content questions).

#### Intensive Reading

Fluency in reading is dependent on quick recognition and comprehension of printed words and structure patterns. Such recognition will facilitate the rhythmic progression of eye movements which is characteristic of fluent reading with comprehension. Failure to recognize these patterns results in pauses and regressive eye movements which are symptomatic of decoding or translating processes and hence the direct antithesis of fluent reading. In view of these factors, teaching the reading of new material should begin with advance clearance of possible blocks to pronunciation and comprehension; that is, with the study of pronunciation and meanings of new words and new or complex syntactical items. This should be done by the teacher during his first reading or paraphrase and, ideally, should be conducted entirely in Chinese (by means of synonyms, antonyms, examples, definitions and simplified restatement). These items should be written on the board, explained and pronounced by the teacher, and then repeated chorally by the class to insure correct pronunciation in subsequent



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individual reading and responses. Not until this advance clearance of blocks has been accomplished can pupils be expected to read new material with fluency and comprehension.

The following steps are suggested for the intensive reading lesson:

- 1. After initial motivation, the teacher paraphrases or reads the passage, in whole or in part, asking questions in Chinese to check comprehension. To insure attention, books are closed during this first step.
- 2. As new words or phrases are encountered, they are listed on the board and their meanings taught by means of synonyms, antonyms, examples, definitions, cognates, word analysis, contextual inference, etc. The teacher leads the class in choral pronunciation of the listed items.
- 3. Books are opened and the teacher reads a part of the passage orally, with suitable expression and dramatic effect. He points out the new items on the board as he comes to them in the course of his reading. He then leads the class in choral reading of the same selection.
- 4. If the content is simple, the teacher may then immediately call on individual pupils to read the same selection orally. Otherwise, the class first reads the selection silently and the teacher asks comhension questions before requiring individual oral reading.
- 5. The entire passage or story is then read in phases, alternating choral, silent, and individual oral reading. If the reading passage is lengthy, selected parts of it may be covered by silent reading only, according to the procedure explained below under "Silent Reading."
- 6. The teacher, or a selected pupil, writes questions and/or comprehension exercises on the board, the answers to which will form a summary of the entire passage or story. If the passage or story is long, a prepared question-slip can be given to a pupil at the end of each phase of the reading so that all questions and answers will be on the board by the time the entire passage has been completed.

#### Silent Reading

At a later stage, extensive silent reading of new material should be practiced for rapid grasp of content and greater extent of coverage. In silent reading, pupils should be trained in techniques of inference from cognates, word analysis and context (the "intelligent guess"). Also appropriate at this point is instruction in the discriminative use of end vocabularies and of the bilingual dictionary. Silent reading should be carefully controlled to avoid superficial skimming of the printed text. After initial motivation, the teacher writes on the



board the page and line limits of the selection to be read; the time allowed for completing the reading; clues to clearance of comprehension blocks; and key questions to guide the reading and permit self-checking of comprehension. While the pupils read silently, the teacher walks around the room to render individual assistance. An oral summary based on the key questions, or a written comprehension quiz concludes the silent reading lesson. Silent reading may also be combined with intensive reading, especially in lengthy reading passages.

#### Supplementary Reading

Outside reading in English is justifiable in foreign language study because it enables pupils to explore Chinese cultural backgrounds some years before they can achieve sufficient mastery in reading Chinese on a level comparable to the interest and maturity of their English reading. It will therefore help to maintain interest in the study of Chinese, contribute to the aim of cultural enrichment, and provide correlation with other subject areas (English, Social Studies, etc.). Supplementary reading in English will also enable the teacher to plan a regular schedule of homework assignments during the pre-reading phase of audio-lingual instruction. However, this type of reading is of minor importance linguistically because one obviously does not learn to read Chinese by reading English.

A recommended procedure is the following: (a) pupils consult the reading lists for their particular level and record their choices on slips; (b) each pupil reads to the class the description of his chosen book and gives a reason for his choice; (c) the teacher sets up a schedule of dates for reports and supplies the class with mimeographed outlines to be filled in by the pupils; (d) interim reports may be given to check on progress and to maintain interest; (e) reports may be oral or written and should follow the outline supplied by the teacher; (f) one report per day can be taken up in the first few minutes of the lesson. Caution: not more than twenty minutes per week should be devoted to such reports.

The following is a recapitulation of the principles to be observed by the teacher in planning activities to promote reading skill and in selecting or preparing reading materials:

- 1. Reading readiness is reached at the end of the pre-reading phase of audio-lingual instruction, i.e., after the pupils have mastered the basic sound-structure patterns of Chinese. In the beginning, pupils should read only what they have learned to understand and to pro-nounce.
- 2. The transition to the reading of new material should be through intensive reading instruction and should follow the learning sequence of listening and repeating before reading. Blocks to comprehension and fluency should be cleared up before the reading begins.



- 3. Silent reading for quick grasp of content should be systematically practiced in addition to intensive reading. Definite timing, comprehension clues and content questions provide the necessary controls.
- 4. Reading matter should have intrinsic interest, cultural value, and should correspond to pupil experience, real or potential.

#### Writing

The skills of direct comprehension in listening to and in reading Chinese are reinforced by writing what has been heard and seen. Similarly, the correct writing of what the pupil can pronounce may act as a reinforcement of speaking skill, especially for visual-minded pupils. The difficulty of learning to read and write Chinese characters as contrasted with learning to read and write a European language makes it advisable to postpone systematic practice in writing until the prereading phase of audio-lingual instruction has been completed. During the instructional period of Level I, the pupil may be introduced to basic strokes, the stroke order, the basic components and the groups of character components. The determination of what Chinese characters to introduce will depend upon the vocabulary which will be taught at a particular level. The determination of the vocabulary items will depend in turn on the readings of the course. The frequency of vocabulary items in modern expository prose will also be a determining factor.

A limited amount of writing in Chinese during the pre-reading phase of instruction may be introduced through weekly calligraphy sessions. The pupil may try his hand at writing with a Chinese writing brush by tracing calligraphy patterns. This is an excellent motivational device for teaching the pupil to understand the necessity for proper stroke order, to acquire a sense of proportion, to know the components of the various characters and to appreciate the beauty and art of Chinese writing. Such writing activities are to be treated as a part of word study and may include labeling or the printing of titles or captions. This may be done on outline maps, pictures of objects in a room, color charts, pictures of members of the family, animals, flowers and trees, floor plans, furniture, etc. Compiling a picture dictionary is also a valuable means of vocabulary learning.

Pupils should be encouraged to prepare their own flashcards with an English equivalent on the back. Activities of this type are designed to promote "writing readiness" and are suitable in Level I as a prelude to imitative writing, especially for younger children.

#### Imitative Writing

When first introduced systematically, writing should be practiced with subject matter which the pupil has already mastered audio-lingually and experienced visually through reading. Such writing is



termed "imitative writing" and consists of copying memorized or familiar material. Imitative writing should be practiced frequently, using a few key sentences taken from a dialogue, or other material, a lesson or two previous to the one currently being learned. Writing memorized or familiar material from dictation is a more complex form of practice which, at this stage, should be done only with material that has first been practiced by copying. Using complete phrase or sentence units in coherent context will prevent imitative writing from becoming a mechanical exercise devoid of meaning.

#### Dictation

A further variation of imitative writing would extend to the copying and, later, writing from dictation, of already memorized dialogues, dialogue adaptations, drills and rhymes or songs. A transition from imitative writing to dictation is "spot dictation," in which the teacher reads an entire sentence which the pupil sees on his practice sheet, but with one word missing, which he supplies in writing. After reading has been introduced, short selections from a reading passage may be used for copying practice and for subsequent writing from dictation. For dictation purposes, the passage should consist of a few lines in context, carefully screened to eliminate unfamiliar vocabulary and structures. Where such screening would disrupt the context, the teacher should write the unfamiliar items on the board for pupils to copy. Due to the greater difficulty in learning written Chinese compared to other languages, the mastery of written vocabulary by the pupil compared to European languages would be far less. For Levels I-II therefore, the pupil may be permitted to intermingle proper romanization with the characters in his dictation exercises until he has mastered enough characters to do a dictation selection without reliance on romanizations.

When planning a schedule of dictations, the teacher should keep the following in mind: (a) dictation should be given at regular and frequent intervals as a reinforcement of auditory comprehension, as an aid to retention, as a review, and as a diagnosis of errors; (b) the passage selected should be closely related to the particular structural point, idiom, or pronunciation topic being taught or reviewed; (c) the time element should be carefully controlled so that dictation is only part of a larger language learning unit and not an end in itself; (d) the same dictation may be given later for re-teaching or testing; (e) the pupil should keep dictations in a notebook so that he will have a record of his errors and corrections to be reviewed before the next dictation; (f) gifted pupils or native speakers should be trained to give dictations and conduct correction work; (g) recorded dictations may also be used for dictation practice.

A suggested procedure for administering dictation is: (a) the teacher selects a reliable pupil to write his dictation on the rear board; (b) before the first reading, the teacher introduces the passage



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with a brief motivating comment; (c) he reads the entire passage at normal tempo while the pupils listen; (d) at the second reading, the teacher reads the passage in breath groups, giving punctuation in the foreign language, while the pupils write; choral repetition may ensue at this point before the pupils write; (e) a third reading follows at normal tempo while pupils proofread their work, correcting errors and filling in omissions; (f) pupils may then exchange papers for correction; (g) the class volunteers suggestions for correcting the work at the rear board; (h) corrections are made by the class secretary and the entire corrected passage serves as a model for the corrections being made by the class; (i) a final critique summarizes the most common errors and the techniques for avoiding them in future written work.

#### Guided Writing

After the basic sound-spelling patterns of Chinese have been mastered through imitative writing and dictation, practice in writing short completions or answers may be started. Since this intermediate phase in the development of writing skill consists of short, written responses guided by the teacher, such writing practice is termed "guided writing." Included in this type of writing are (a) completions of statements based on dialogues; (b) completions of pattern drills; (c) answers to dialogue questions; and (d) answers to reading-comprehension questions. Careful grading of all these forms of writing stimuli is necessary to keep the written responses on the same level which the pupils have attained audio-lingually and visually. Progression in difficulty should be gradual so as to minimize errors.

#### Controlled Writing

A subsequent stage of writing practice begins with the writing of directed dialogue; i.e., the teacher instructs the pupils, either in English or in Chinese to write what they would say or ask or do in a given dialogue situation. Accurately written responses of this type depend on previously acquired facility gained through transformation and substitution drills. Since the written responses are controlled by the teacher's instructions relative to dialogue variation, this type of writing practice is called "controlled writing." Similar transformation of dialogue material, controlled by the teacher, includes the writing of dictated dialogue with tense or person changes. After basic reading skills have been established, further controlled writing can be done by rewriting a narrative passage in dialogue form, or vice versa. writing a dialogue or reading passage in the form of a letter represents a more advanced type of controlled writing. The culminating stage of controlled writing is reached with the writing of a summary, entirely in the foreign language, either of a dialogue or of a reading passage. The summary may first be done orally, with oral or written cues supplied by the teacher. Written cues or a phrase outline on the board will then control the final summary.



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The following is a summary of the principles to be observed by the teacher in planning and carrying out a systematic program to develop writing skills:

- 1. The aim of writing practice is to achieve automatic accuracy in reproducing in written form the basic patterns of the Chinese language.
- 2. Systematic practice in writing Chinese begins after the pre-reading phase of language learning. During the pre-reading phase, a program of writing or printing which leads to "writing readiness" may accompany word study. Activities leading to "writing readiness" consist chiefly of Labeling pictures, charts and maps, compilin picture dictionaries, and calligraphy practice.
- 3. Development of writing skill progresses from simple to increasingly complex forms of writing practice on the principle of "minimal increment"; i.e., the addition of one new feature at a time to reduce possibilities of error.
- 4. After "writing readiness" activities, the simplest forms of Chinese writing practice are copying and writing from dictation previously memorized or familiar material; i.e., "imitative writing."
- 5. Dictation of familiar material should be a part of every language learning unit. Passages for dictation should be keyed to the level of audio-lingual and reading mastery already attained by pupils.
- 6. Next in order of complexity after imitative writing is practice in "guided writing" of short completions or answers. Written responses expected of pupils should not exceed levels already attained.
- 7. "Controlled writing" begins with the writing of dialogues and progresses to the writing of dialogue adaptations and pattern drills. More advanced forms of controlled writing include changes of form from narrative to dialogue and vice versa. The writing of cued summaries is the final phase that leads to directed composition.

#### PATTERNS FOR DRILL

Constructing and Using Pattern Drills

Pattern practice is essentially "the learning of language structure through the repetition of utterances in which the patterns (of sound, order, form and choice) are either identical or have only small and consistent differences." (Politzer, R. L.: Foreign Language Learning: A Linguistic Introduction). With many repetitions and manipulations of acceptable, meaningful utterances drawn from the basic dialogues, pupils perceive the pattern and begin to automatize it.



Learning is carried on through the language; grammatical analysis gives way to learning by analogy; class time is devoted almost entirely to the building of language habits instead of the development of language rules.

Pattern example: Jeige nanhaidz jyau Gwo Ying. 這個男孩子叫風英

Substitution 1. Jeige sywesheng 這個學生

Substitution 2. Gwo Chyang MBB

Substitution 3. Jeige syaunyan 這個小手

Substitution 4. Da Wei 大蒜

Substitution 5. Jeige ren 這個人

Substitution 7. Jeige sywetu 這個學徒

The pattern example Jeige nanhaidz jyau Gwo Ying may be called a frame with three slots.

Slot 1 Slot 2 Slot 3 Jeige nanhaidz jyau Gwo Ying 运证另孩子 叫 原英



In the substitution drill outlined above (a progressive substitution), slots one and three are replaced alternately. Earlier drills with the pattern example would have comprised a series of substitutions with slot one, followed by a series of substitutions with slot three and culminating with the progressive substitution.

#### Pedagogical Values of Pattern Drills

- 1. Many repetitions and manipulations of authentic patterns of speech enable students to automatize responses more rapidly.
- 2. Emphasis upon analogy through foreign language patterns presented and practiced audio-lingually eliminates obstructive features of grammatical dissection and formal terminology.
- 3. Students are made to produce correct utterances from authentic models; they do not construct or create utterances of their own.
- 4. Correction is immediate.

#### Developing Pattern Drills

Many recent foreign language textbooks include in the pupil edition and/or in the teacher's manual a variety of pattern drills. Until such texts are adopted uniformly, it will be necessary for the teacher to adapt a traditional text, developing patterns as examples from text material. The following suggestions may be useful in the selection of pattern examples and in the development of pattern drills.

- 1. The model sentence should come wholly or in large part from the dialogue or text material.
- 2. Select for extensive drill those frames which differ most widely from the native language in sound, order or form.
- 3. Drill one structure at a time.
- 4. Employ sufficient practice for mastery of the structure being drilled.

#### Conducting Pattern Drills

- 1. The drills are to be introduced and conducted orally without reference to the written symbol.
- 2. Several choral repetitions of pattern models and variants (pattern examples with appropriate changes) are made.
- 3. Specific instruction -- in English if necessary -- must be given to pupils on the change to be made and the way to make it.



- 4. After a sufficient number of complete repetitions, the teacher's cue is followed by choral, group and individual responses.
- 5. The tempo should be rapid, encouraging immediate responses and discouraging analysis or translation.
- 6. A grammatical generalization may be given after the drill is completed

Dialogues and Related Drills

An analysis of a suggested unit for Level I which includes a dialogue and a series of related drills will provide concrete suggestions for the development of suitable classroom activities.

The basic dialogue is the "core" of the unit. It is important for drills to be related to actual situations that may be encountered in the country or countries where the language is spoken. The relationship between the structural patterns and real situations is best determined through the medium of the dialogue.

- 1. The dialogue should be relatively short, consisting of no more than eight lines.
- 2. No more than two or three roles should be included in a context of situational interest to addlescents.
- 3. The Learning procedure should include:
  - a. Exposition or English Equivalencies

Students should be given the English equivalencies of the foreign language utterances to insure comprehension.

b. Stage One: Dialogue for Listening

Teacher reads complete dialogue at normal speed several times from various parts of the room as pupils listen. Teacher reads each utterance several times as pupils listen.

c. Stage Two: Dialogue for Learning



春 電影 kan dyanying

一塊兒 看 電影 yikwaier kan dyanying

分大 我们了一把兒看 電影》 Jintyan women yikwaier kan dyanying.

d. Stage Three: Dialogue for Fluency

Each utter nce is spoken twice by the teacher with enough time allowed between them so the student can repeat.

e. Stage Four: Dialogue for Comprehension

Repetition of dialogue as presented in Stage One with different voices (perhaps recorded on tape). Pairs of individual pupils may recite roles of the dialogue.

SUGGESTED DIALOGUE AND DRILLS, LEVEL I

#### Suggested Dialogue

#### Dialogue Adaptation

The dialogue adaptation helps to personalize the dialogue utterances and assists in the memorization of the various dialogue lines. The structural items and vocabulary of the dialogue are now included in questions to individual pupils, in which they assume their own identities rather than those of Gwo Ying ( ) and Da Wei ( )

1. Personalized Conversation

Question-answer practice between teacher and pupil based on the dialogue.

- T. Dyanyingywan li jer buywan, nide jya li jer ywanbuywan? 電影的的 衛達兒不遠,行的分字部這兒。處外遠?
- P. Wode jya li jer buywan. 我的家能這兒不遠
- 2. Relay Drill (Chain Drill)

Question-answer practice begun by the teacher and continued from pupil to pupil.

- T. Dyanyingywan li jer buywan, nide jya li jer ywanbuywan? 電影院 海尾兒春花,何可家海尾兒產不遠?
- P. Widejya li jer buywan. 我的家施達兒方達
- T. Ching ni wen Gwo Ying, nide jya li jer ywanbuywan? 言義 你問事共,你可能能這怎定了來?
- P. Gwo Ying, nide jya li jer ywanbuywan? 國英 小尔的家族達完遠不遠!
- P. Wode jya li jer buywan. 我的家族達怎么不達
- 3. Directed Dialogue

Question-answer practice between two individuals directed by the teacher.

- T. Ching ni wen wo, dyanyingywan li jer ywanbuywan? 言情 识 問我,定最终治 声意记速了速。
- P. Syansheng, dyanyingywan li jer ywanbuywan? 七、生、電影院治療電影及養系之?
- T. Dyanyingywan li jer buywan. 电影院 海道院子產

- P. Mei Ying, dyanyingywan li jer ywanbuywan? 美英,复彩饱雕遠紀遠外遠:
- P. Dyanyingywan li jer buywan. ではないでは、
- T. Gwo Ying, ching ni wen Mei Ying dyanyingywan li jer ywanbuywan. 阅英,請你問美英憲於心路庭兒遠不遠。
- P. Mei Ying, dyanyingywan li jer ywanbuywan? 美央、電影院海底兒遠子遠。
- I. Mei Ying, ching ni hweida ta dyanyingywan li jer buywan. 美英、請你回答他 選擇外的論道兒不遠
- P. Dyanyingywan li jer buywan. 電影的過程定分不建

Use the same drills with the following:

- T. Dyanyingywan butaiywan. Da Wei, dyanyingywan li jer butaiywan 电影的人人人。大孩子,是我们是一个人人。 ma?
- P. Dyanyingywan li jer butaiywan. 電影的比較底象多太遠
- T. Dyanyingywan dzai Chung Shan lu. Jer shr shemma lu? 電影形式 在中山岩色、意思是作陈路。
- P. Jer shr Ching Shan lu. 這兒是中山路、

Structure Drills

#### 1. Repetition Drill

The repetition drill is the basic drill for the presentation of new vocabulary and new structural items. Note that complete meaningful utterances are used.



離這別 li jer

我可求確認不遠 Wode jya li jer buywan. 你可求確認及不遠 Nide jya li jer buywan. 他們可能議定人不遠 Tamende jya li jer buywan.

Tamende jya li jer buywan. をなる家族度主义ろ素

考をいる深端違义多遠 Li lau shrde jya li jer buywan. 王太太ら家施造兄子志 Wang taitaide jya li jer buywan. 張岡明的家施達別子志 Jang Kai Mingde jya li jer buywan.

#### 2. Substitution Drills

In this type of drill, the pupils are asked to replace a new word within the sentence pattern. The teacher repeats the model sentence two or three times in order to reinforce the structural pattern and correct the pronunciation.

#### Teacher:

張聞 明河 家 随道见不蓬 Jang Kai Mingde Jya li jer buywan. 學校

Sywesyau

Syangsya

辛降 公室 Ban gungshr

### Pupil:

表開門的旅游谈见分惠 Jang Kai Mingde Jya li jer buywan. 张阳时的经校庭庭兄子愿 Jang Kai Mingde sywesyau li jer buywan. 张阳的 明的 郑 下庭庭兄子逐 Jang Kai Mingde syangsya li jer buywan. 张阳明的 郑 石室 解這兄 Jang Kai Mingde ban gungshr li jer

ろき buywan.

Other types of substitution drill involve replacements in one or another slot in a frame.

今天我們在家看書 (Phrase) Jintyan women dzai jya kanshu. Example:

在 隽 校 Teacher cue: (dzai sywesyau)

今天 刊門在 學校 有書 Jintyan women dzai sywesyau kanshu. Pupi<sup>1</sup> response:

在圖書院 Teacher cue: (dzai tushugwan)

今天 我們 在 圖書館 看書 Pupil response: Jintyan women izai tushugwan kanshu.

#### 3. Transformation Drills

Transformation drills involve changing models from singular to plural, from plural to singular, from affirmative to negative, from declarative to interrogative, and substituting a pronoun for a noun. student should be told in English if necessary -- with models and variants -- exactly which changes he will be asked to make.

#### Examples:

a. Changing singular to plural and vice versa

Teacher: 报 有 定影 Wo kan dyanying. 你看 電影 Ni kan dyanying 你們有 電影 Nimen kan dyanying.

b. Changing noun to pronoun 國共 者 還於 Gwo Ying kan dyanying.

他看電影 Ta kan dyanying.

國英 跟大铺 看 電影 他們看 電影 Gwo Ying gen da Wei kan dyanying. Tamen kan dyanying.

c. Changing from affirmative to negative (after negative has been taught)

打着 Wo kan dyanying. **TV** 不看 電景/ Wo bukan dyanying.

他看 報 Ta kan bau.

他 不看 報 Ta bukan bau.

Sywesheng kan shu.

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d. Changing from declarative to interrogative

Ta kan dyanying. 他看便影

Ta kan dyanying ma? 他看電影為?

Ni kan dyanying.你看電影

Ni kan dyanying ma? 你看電影照?

Tamen kan dyanying. 他們看電影 Tamer kan dyanying ma?他們看電影嗎?

#### 4. Response Drills

These are drills in which the answers are patterned after the questions and in which the structures and vocabulary of the dialogue can be drilled in a natural situation. The order of questions is from the simple to the complex: a yes or no response, a choice of items, a cued response and finally a complete answer.

Teacher:

Pupil:

a. Positive or Negative

Wang syaujye, ni hau ma? 王 小、4月 小、4子、点? Hau, nine? セラ、バルド:

Buhau, Nine? 不好, 们, 吃:

b. Choice

Ni kan dyanying bukan? 你看完新 不看? Wo kan dyanying. 我看 電影

Wo bukan dyanying. 我不看笔标?

c. Cued

(Bau) 報 Ni kan shemma? 你看什麽 (Shu) 書 Ta kan shemma 他看什麽

Wo kan bau. 我有幸伦

Ta kan shu. 他看寒

d. Complete

Tamen dzai nar kan dyan ying? 他们在种纪看证法?! Tamen dzai chenglitou kan 他們在大成某事有 dyanying. 電景

#### 5. Replacement Drill

This drill has been described above as a progressive substitution drill. Two or more slots are replaced in regular order but only one substitution is made at one time. It is a somewhat difficult drill since pupils must listen carefully to the cues for different slots and must make immediate and accurate replacements in the utterance. Several repetitions of this drill are recommended.

ExambT	е	:		

Teacher: 图英识大街看 電彩 Gwo Ying gen Da Wei kan dyanying.	Pupil: 图英吸大筒看電影 Gwo Ying gen Da Wei kan dyanying.
Tamen	他作为有 医影 Tamen kan dyanying.
E shu.	イセイヤク 看 主 Tamen kan shu.
王	王 为生 柏 提高。 Wang syansheng kan dyanying.
王 えま はた代作。 Wang syansheng gen tamen	王 为生 说 他们有 看 電影 Wang syansheng gen tamen kan dyanying.
國英 战 大镐 Gwo Ying gen Da Wei	图 英 跟 大結 看 電影。 Gwo Ying gen Da Wei kan dyanying.

#### 6. Expansion Drill

In this drill, the original sentence is expanded at each step by the addition of a word or phrase.

Example:

Kan dyanying. 看電影

Women kan dyanying. 我們看電影

Women gen ta kan dyanying. 我们见他看饱影

Women gen ta kan Meigwo dyanying. 我們你他看美國電影

#### TEXTBOOK ADAPTATION

At the present time the number of pedagogically suitable "kits" of integrated audio-lingual materials is limited. Although new materials of this type are being published to an increasing extent, and earlier materials are being reissued in revised editions, they are all in a state of transition and must still be considered experimental. It would be foolhardy to attempt to replace all present textbooks with materials that are still in the experimental stage, even if this were financially possible; but a beginning can be made to a limited extent and on a trial basis. For the most part, however, it will be necessary for the teacher to adapt already available textbooks to the audio-lingual approach.

Fortunately, most of our available textbooks begin with an aural-oral approach and contain dialogues and passages that can easily be adapted to the new program of instruction. Adaptation of the textbook, whether of the old or of the new type, will in any case be necessary, for there is no one-to-one correspondence between the scope and sequence of topics in this bulletin and any presently available textbook or new-type kits.

The adaptation of the beginning lessons of the textbook in the form of daily lesson units is of great importance in order to articulate the content of pre-textbook instruction with subsequent use of the textbook after reading and writing have been introduced. The adaptation may be done by a planning committee of all the teachers of beginning classes in a particular language. Patricia O'Connor (see Bibliography) recommends the following procedure for this committee:

- 1. Determine the number of class periods to be devoted to pre-textbook instruction.
- 2. Using the present bulletin, make a selective inventory of those Level I structures, vocabulary and idioms which can be taught for audio-lingual mastery within the time determined above.
- 3. Compare this inventory with the beginning lessons of the textbook, and record the lesson and page numbers where the inventory items occur.
- 4. Select from the textbook those dialogues or basic sentences which illustrate the inventory items, and construct additional basic sentences if necessary.
- 5. Divide the list of inventory items and basic sentences into one-period presentation units, using the section of this bulletin entitled Patterns for Drill as a model.
- 6. Provide for recurrence of inventory items in the presentation units, and draw up review units after every few presentation units.
- 7. Determine appropriate audio-lingual methods for each presentation unit, using as a model the sections of this syllabus entitled Developing the Language Skills, Levels I and II.



8. Prepare a final teaching script for each daily unit to be presented during the entire period of pre-textbook instruction.

#### USE OF THE TAPE RECORDER

Audio-lingual procedures call for specific use of audio aids. Teachers will, of course, adapt these aids to the particular needs of their classes. The most important classroom audio aid is the tape recorder. Some suggestions for using the recorder are:

- 1. Basic dialogues, vocabulary, and structures may be recorded for presentation and for drill. The script should be spaced to allow enough time for pupil repetition or response. Such a drill device can be used again and again.
- 2. Music may be recorded in advance to accompany songs.
- 3. Pupils' speech should be taped at various stages for recording progress and for diagnosing needs for further drill and correction.
- 4. Stories based on previous learnings may be recorded for purposes of testing comprehension.
- 5. Material relevant to the course of study may be taped in advance and used in the classroom.
- 6. The use of taped material should be limited generally to short periods (10 to 15 minutes).

Preparation of Tapes by Teachers

Operation of the tape recorder requires practice by the teacher. Help is available in every school to aid teachers not familiar with the operation of the tape recorder.

- 1. Making the First Tape
  - a. Learn the mechanics of operating the recorder.
  - b. Have a prepared script, such as the basic dailogue or review story of the unit.
  - c. The recorded speech must be at normal speed.
  - d. Read the script and then plry back the tape and listen to your voice. Your voice will sound strange to you, particularly if you have never heard it on a recording.
  - e. You may need to experiment with tone and volume control. Since the recordings on tapes are easily erased, the same tape may be used many times for practice until you master the techniques and get the results you need.



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- 2. Other Suggestions for Preparing Tapes
  - a. In taping a song for the first time, arrange for the assistance of the music department.
  - b. In taping pattern drills, provide space (pauses) on the tape sufficient for pupil practice of each model expression.
  - c. Taping a variety of voices, male and female, is recommended in ear training so that the pupil does not become accustomed to hearing only one voice and to comprehending only when he hears that voice.

#### HOMEWORK

A planned schedule of definite homework assignments from the very beginning of the Chinese course is essential to inculcate proper study habits and to reinforce habits of pronunciation acquired during the first weeks of instruction. Consequently, during the pre-textbook phase, homework assignments should be oral and should be based only on material the pronunciation, rhythm and intonation of which have been firmly established under teacher guidance in the classroom. Only what has been mastered orally in class should be assigned for home practice. Ideally, this would entail the provision of individual "take-home" recordings which are supplied by many publishers of basic textbooks and of so-called "integrated language programs" which include sets of tapes and/or recordings to accompany the audio-lingual textbook.

If individual take-home records are not available, it is advisable, during the first few weeks of the pre-textbook phase, to plan area and background assignments in English. Brief reports of these assignments can be given, one per day, at the beginning of the class period. Suitable topics are:

- 1. Orientation discussions by pupils with their parents (What are our present-day individual and national needs in foreign languages? Why are reading and writing postponed in favor of audio-lingual practice? etc., etc.)
- 2. Values of the study of Chinese (cultural, vocational)
- 3. Cultural geography of China
- 4. Chinese ethnic and language islands in the community and in the United States
- 5. Exports and imports between China and the United States
- 6. United States relations with China (political, cultural)
- 7. Contributions of the Chinese nation to the civilization of the United States and the world



- 8. Chinese literary masterpieces in English translation
- 9. Masterpieces of Chinese poets and painters
- 10. Chinese celebrities in art, science, industry, and politics
- 11. Chinese influences in the community (dress, customs, films, shops, newspapers, radio programs, cultural organizations)
- 12. Famous Chinese philosophers and writers

When the "writing readiness" program is instituted, homework possibilities are increased. Suitable assignments at this stage are:

- 1. Filling in mimeographed outline maps
- 2. Labeling news and magazine clippings to illustrate vocabulary learned in class
- 3. Compiling a picture dictionary
- 4. Drawing sketches to illustrate the topic of a dialogue which pupils have learned and which they can then describe in class in Chinese
- 5. Making a color chart labeled in Chinese
- 6. Drawing a floor plan of the classroom or of the home, labeling rooms, furniture, etc.
- 7. Drawing and labeling a costume chart
- 8. Making a calendar with the names of the days and months in Chinese
- 9. Listing and illustrating a menu in Chinese
- 10. Pasting coins or stamps on a chart and labeling their names and denominations
- 11. Drawing up an itinerary of a projected trip to China
- 12. Drawing or clipping a picture of a common school or household appliance, or of a vehicle, giving its Chinese name and labeling its parts in Chinese
- 13. Making a dummy passport, with the pupil's picture and requisite data
- 14. Learning a specified number of Chinese characters
- 15. Calligraphy practice with a Chinese brush
- 16. Making a drawing of the human figure and labeling the parts of the body in Chinese



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When reading is introduced, homework assignments may be given for the reading of dialogues, of selected reading passages, and of controlled or original dialogues or skits. In the beginning stages of writing instruction, assignments will include copying of selected material that has been mastered audio-lingually and visually. This will be followed by written homework involving pattern drills, variations, substitutions, transformations and complete answers to dialogue and to reading comprehension questions. Assignment of selected textbook exercises will become a regular feature of homework after reading and writing have been introduced.

The general principles to be observed in planning and assigning homework are:

- 1. Homework should be based on what has been learned in class.
- 2. Fral practice of the assignment in class should always precede work that the pupils are to do at home.
- 3. Homework should be properly motivated and precise directions given as to the extent of the work and the operations to be performed.
- 4. The assignment should not be too complex or too lengthy.
- 5. Provision should be made for individual differences; i.e., an extra amount, or a more difficult exercise, should be made optional for extra credit.
- 6. Correction of homework under teacher supervision should follow regularly after each assignment.

#### THE TEACHING OF CUITURE

INTRODUCTION. Culture is a many-faceted study that embraces the social sciences, anthropology, and the arts. Aspects of culture treated by the social sciences are chiefly history, geography, economics and politics. Anthropology, or the science of human behavior, studies a much broader field which includes the whole cultural environment of a linguistic area e.g., social organization, ethnic characteristics, modes of behavior, education, customs, folkways, value systems, etc. Pertinent to the arts are the study of literature, music, dance, sculpture architecture, etc. Considering its many ramifications, the field of cultural study is so vast that it presents a problem of selection and time scheduling to the foreign language teacher, whose main concern must be the teaching of the foreign language itself.

Attempting to superimpose a complete course in Chinese culture upon the time-consuming business of teaching Chinese is obviously impossible within the time allotted. Selecting a few random topics of culture such as writers, musicians, scientists, statesmen, etc., is also unsatisfactory, for this generally leads to fragmentary knowledge. However, if



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we follow the suggestion of R. L. Politzer, Foreign Language Learning:
A Linguistic Introduction, and define culture as the totality of the ways of life of a language community, and if we view language as the essential medium for its expression, then we affirm the identity between language and culture which makes teaching the one tantamount to teaching the other. In other words, we can teach the foreign culture in and through the foreign language itself.

LANGUAGE AS CULTURE. From the point of view of language as culture, the cultural subject matter to be taught is contained in the basic textbook or in the materials of instruction. The dialogues learned during the pre-textbook phase contain cultural data which are integral with language. For example, an inevitable concomitant of teaching the forms of address is teaching the social customs and situations which determine the use of one form rather than another. The very rules for using the forms of address afford cultural insights as to the psychology of the foreign people, their attitudes of respect for elders and strangers, their sensitivity to nuances of speech reflecting family relationships, degrees of intimacy, and differences of age and of social status. All of these insights represent cultural data which are taught integrally with linguistic skills.

CULTURE IN THE PRE-READING PHASE. In order to teach culture in terms of insights into the ways of life of the foreign people as reflected in their everyday speech, the teacher should make an inventory of culture-laden structures, vocabulary, idioms, proverbs, sayings, etc. which occur in the lessons to be covered audio-lingually during the pre-reading phase. After each such item, the teacher should note its cultural implications, as was done above with the forms of address. The list of linguistic-cultural topics so derived, furnishes the cultural subject matter to be taught and tested during the pre-reading phase. Most of the following topics suggested to the teacher have been abstracted from a cultural inventory by Nelson Brooks, Language and Language Learning.

#### Linguistic-Cultural Topics

- 1. forms of address
- 2. greetings and farewells
- 3. polite phrases
- 4. intonation and meaning
- 5. use of expletives
- 6 levels of speech
- 7. the number system

- 8. radicals and loan-words
- 9. formation of compounds
- 10. proverbs and sayings
- ll. rhymes, jingles and songs
- 12. classroom expressions
  - 13. formulas for introductions
  - 14. phrases used in telephoning

No attempt has been made to apply these topics to any particular textbook. Each teacher will adapt these suggested topics to the textbook or materials being used. Only those topics which actually occur in the teacher's own inventory should be taken up during the pre-reading phase. Topics should be treated in their natural dialogue context. Cultural contrasts and comparisons should be brought out by reference to pupils' experiences. To avoid excessive explanations in English, appropriate responses in Chinese and appropriate actions and behavior should be the criteria for judging whether pupils have learned, in a functional sense,



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the linguistic-cultural implications of a dialogue situation. Whenever possible, the teacher should make use of audio-visual aids keyed to the textbook or teaching materials.

CULTURE IN READING AND WRITING READINESS ACTIVITIES. As was indicated in previous sections of this bulletin, a certain amount of reading in English, and of writing in either English or in Chinese, would be done during the pre-reading phase of instruction. Reading and writing, at this early stage, were referred to as "reading readiness" and "writing readiness" activities. It was recommended that these activities should not be overemphasized at the expense of language learning practice.

One of the principal values of these activities is that they permit the exploration of cultural backgrounds beyond the strictly linguistic-cultural topics suggested above. Outside reading in English, for example, could conceivably range over this entire gamut of Chinese culture, limited only by the time available and the maturity of the pupil. Map-making could tie in with geography and travel; making a calendar, with holidays and festivals; drawing and labeling an anatomical chart, with physical exercise and health; drawing a costume picture, with native garb and contrasts in dress and grooming; etc.

In planning and assigning such activities and projects, economy of time should be a guiding principle. It is neither necessary nor advisable at this stage, to treat these topics exhaustively. The systematic study of culture need not begin until later, when it can be done entirely in Chinese via a cultural reader.

CULTURE INTEGRATED WITH READING AND WRITING. In the second half of Level I, after reading and writing have been introduced, the range of cultural topics will be widened to include some which are not strictly of the linguistic-cultural type given above. These cultural topics will still inevitably retain linguistic overtones, but increasing emphasis will be placed on the situations and content of dialogues and reading material.

In addition to the broad cultural insights and appreciations afforded by the foregoing cultural topics, both linguistic and situational, specific cultural data for levels I and II are listed under the Content and Scope for these levels. This is done to provide a body of common learnings dealing with Chinese culture for all pupils in Levels I and II, no matter in which division or grade they happen to be. Similarly, cultural data for subsequent levels are given under Content and Scope in each level.

THE TEACHING OF CULTURE IN LEVEL II. The same general principles already established for the teaching of culture in the various stages of Level I should govern the theory and practice of teaching culture in Level II. Topics already begun may now be resumed, but previously acquired knowledge and insights should be rounded out and enriched. Culture topics or cultural lessons in the textbook should be taken up or elaborated when they become pertinent as a result of pupils' interests, observations and experiences.



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In addition, some of the previously treated topics which may have been omitted can now be taken up if they occur in the lessons of Level II. As previously stated, cultural topics are listed under Content and Scope, Levels I and II. These should serve as a checklist for the teacher to determine which topics have been omitted. However, whether the topic is old or new, its treatment should be integrated with the teaching of the Chinese language, should emphasize features of everyday life in China and, above all, should aim at the acquisition of insights and appreciations rather than an agglomeration of miscellaneous facts. It may be reasonably assumed that by the end of Levels I and II, pupils will have acquired in the ways suggested above, an experience-based, functional body of knowledge, insights and appreciations that fulfill the cultural aims posited for these levels.

Below is a summary of the principles and practices to be observed by the teacher in planning and teaching the program of cultural study:

- 1. Language is the essential medium by which the members of a speech community express the whole complex of their ways of life, which constitutes their culture.
- 2. The study of culture, therefore, is to be viewed from the perspective of everyday life in the foreign speech community in situations comparable to those which confront American pupils.
- 3. The aim of cultural study is to acquire understanding, insights, attitudes and appreciations rather than encyclopedic information.
- 4. Since language is fraught with cultural meanings, the approach to the study of culture should be through the foreign language, i.e., the cultural implications of linguistic elements.
- 5. As far as possible, culture should be taught in the Chinese language as a concomitant of teaching linguistic skills. Appropriate responses in Chinese and appropriate actions and behavior may be taken as evidence of functional understanding of the implications of a cultural situation.
- 6. The further study of culture is rounded out and enriched by activities, projects and reports based on pupils' interests, observations and experiences, and made pertinent by cultural references in the textbook and by current allusions in mass media of information. In addition, to insure acquisition of common learnings, specific cultural data are listed for all pupils under Content and Scope for each level.
- 7. Audio-visual aids should be geared to the textbook or teaching materials. The classroom should evoke the atmosphere of the foreign culture through pictures, charts, posters and displays, preferably made or contributed by pupils.



#### CONTENT AND SCOPE, LEVEL I

SOUND SYSTEM AND ROMANIZATION (TRANSCRIPTION) SYSTEM, LEVEL I

- 1. Syllable structure
  - a. Initial
  - b. Final
  - c. Tone
- 2. Romanization (Transcription) system. Dependent on choice of teacher and the textbook selected.
  - a. Wade-Giles
  - b. Yale
  - c. pinyin (New Latin)
  - d. National Phonetic

GRAMMATICAL STRUCTURES 4

The structures listed in Levels I and II are to be taught for mastery within the limits indicated. The model sentences and phrases are illustrations of the applications intended. This does not preclude the occurrence, in a particular level, of structures other than those listed here; but such other structures are not to be drilled for mastery; they are to be treated as vocabulary items. Following this principle, the teacher may make use of whatever vocabulary and patterns are natural in a particular dialogue, limiting intensive drill only to those items which appear in this list.

#### Level I: First Half

#### 1. Nouns

a. Specified

Jeige ren 這個人 Neige ren 形個人

b. Numbered

Sange ren 三個人

Wuge sywesheng 五個学生



- 2. Pronouns
  - a. Personal

Wo, ni, ta 我,你,他

b. Interrogative

Shei, shemma, dzemma 詳, 什麽, 怎麽

c. Demonstrative

Jei, na, jeisye 追,邦, 這些

- 3. Measures (Classifiers, Numeratives)
  - a. ge (1)
  - b. jr 枝
  - c. ben 🛧
  - d. fu h
  - e. jyan 14
  - f. shwang
  - g. tyau 作
  - h. ban 舟号, 班
  - i. ke 界
- 4. Verbs
  - a. Action verbs

chr, chang nyan 吃. 唱. 唸

b. Stative verb (Adjectives)

mang, hau gau 什么, 好了, 哲

- c. Co-verbs
  - 1. Indicating direction

dzai as in "Wo dzai jer changger". 在 我在连兄话最完

2. Of Interest

gen, gei ti, yung, dwei 课 , 后, 巷, 相, 對

- 3. Of motion and direction lai and chyu 状, 其
- d. Auxiliary verbs

hwei (會) as in "Wo hwei shwohwa" (我會說記).

- e. Compound verbs
  - 1. verb plus co-verb
    Syachyu, shangchyu 下主, 上王

  - 3. resultative compound chrwan, kanjyan, dzwowan 食皂,看見,做皂
  - 4. verb-object
    Wo ai chrfan 我爱吃版
- f. Other types of verbs
  - 1. the copula "shr" (是)
    Jei shr shu. 遠是書
  - 2. Equative verbs
    Ta sying Lee. 他女生专
    Ni jyau shemma. 化认为 什麼
- 5. Adjectives (Stative verbs) functioning as verbs

Wo mang. Ta gau. 我忙. 他島

- a. Use of adjectives "youde...youde..." (有动... 有句...) in parallel construction to present contrast

  Youde name hau, youde name buhau. 有句男人好,有药男人引好.
- b. Use of "yousye..." (有些\_\_\_有些...) as above

#### 6. Adverbs

a. Fixed

hen mang, tai dwo, ye hau 很忙, 太多、せる

- c. Use of "dou" (部)
  Women dou hau. 我們部好

#### 7. Particles, prefixes and suffixes

- a. Use of "men" ( ) added to pronouns and some nouns to denote plurality
- b. "Ma" ( added to end of sentence to form simple interrogative
- c. Negative particle "mei" (美) before "you" (有)
- d. "Mei" ( 沒) or "meiyou" ( 沒有 ) when prefixed to verbs negates verb or entire predicate
- f. Prefixing of "di" ( ) to form ordinal numbers
- g. Use of "dz"  $(\frac{3}{4})$  as a noun suffix as in "yidz"  $(\frac{4}{4})$
- h. Use of "ne" (呢) to show continuance
  Tamen syandzai samu ne. 他的現在有失识呢
- i. Use of "ne" ( ) in questions

  Ni ne? 11, 16; ?
- j. Use of structural particle "de" (95) to modify or to show possession

Wode shu. 我的書

k. Use of "le" (3) to verbs and sentences to show completed action Tamen dzoule. It is  $\xi$ 



1. Use of "ba" ( ) as a final particle, as a polite imperative and to express uncertainty

Hau ba. 43 ve

Ni chyu ba. 你去吧

Ta bulai ba. 化不來吧

#### 8. Sentences

a. Simple equational

Ta mang 他忙

- b. Simple with adverbial modifiers
  Ta hen mang. 化作件
- c. Complex
  - 1, Use of a construction
    Shenti jyankang hen jungyau. 身體健康很重要
  - 2. Use of co-ordinate elements

Didi, jyejye gen wo dou dzai Nyuywe nyanshu. 净芽, 姐姐 识 我 智 在 纽約 念書

- 9. Negatives
  - a. Use of "bu" ( 1)
  - b. Use of "meiyou" ( 沒有)
  - c. Use of "bu" ( ろ) before two adjectives which are antonyms or the construction "bu...ye bu..." ( ろ \_ \_ , セス ) to indicate "neither...nor" or a medium

Budwo bushau or budwo ye bushau. 不多なかい 不多也 かい

- 10. Interrogative Forms
  - u. Simple direct, by use of a particle at the end of a statement
    Ni you ma? Ni hau ma? 小方有 是 2 份 43 時 2



b. Choice type or affirmative-negative construction

Ni you meiyou shu? Ni you shu meiyou? Ta shr bushr? 你有沒有書:你有書沒有:他是不是?

c. Simple negative forms

Ta bugau ma? 他分声吗?

d. Question words or the use of interrogative pronouns and adjectives Shei? Shemma? Na? Dwoshau? 註 ? 什茂 ! 形 ! 少 ケ !

#### 11. Numerals

- a. Cardinals 1-100, 1000
- b. Use of "ling" ( 零 )
- c. Telephone numbers
- d. Comparison of "er" ( = ) and "lyang" (  $\nearrow$  )
- f. Money counting

#### 12. Time expressions

- a. Days, weeks, months, and seasons
  - 1. Distinguish use of "libai" (建料 " and "syingchi" (星期 )
- b. Dates
  - 1. Omission of classifier "ge" (個) before "nyan" (年),
    "tyan" (天) and "r" (日)
    Yinyan, yir, yityan 一年, 一日, 一天
    Use of "r" (日) and "hau" (号) in dates
- c. Telling time
- d. Age



- 13. Special uses of "le" ( $\mathcal{J}$ ).
  - a. Completed action

    Ta yijing dzoule 化自然基本。
  - b. Changed status
    Wo buai nyanshule. 我不爱念書?
  - c. Imminent action
    Women yau kaushrle. 我們宴考試了
  - d. Emphasis and euphony
    Haule. Mingtyan jyan. 433, 时夫见
    - e. Single verb followed by "le" ( 了) with dependent clause.
      Women kauleshr, jyou hweijyale. 我們表了試玩 回家了
    - f. Single or druble "le" (3) with measured objects. We kanle sambenle. If 3 = 43
    - g. When time element follows the verb.

      Women nyanle lyang nyande Jungwen. 我念了兩年的中文

### 14. Comparison

- a. Use of "yidyaner" (一點兒).
  Wo neng shwo yi dyaner. 我解說一點兒
- b. Use of "dasyau" (大小).
  Ta bi wo syau. 他比我小,
- c. Use of "bi" (bt) in comparing two things.
  Ta bi wo gau. 他 tt 书 点



- 15. Supposition or conditional
  - a. Use of "yaushr...jyou..."( 笔是 --- 京尤 )
    Yaushr ta bulai, women jyou buchyule.
    爱是他子来,我們就不去了
  - b. Use of "rwoshr" ( 若是 ) as a synonym for "yaushr" (亳是 )
- 16. Reduplication of verbs and nouns to indicate plural number or emphasis or both, sometimes with the insertion of "yi" (一) between verbs

  Kankan or kanyikan 有有有有

Level I: Second Half

- 1. Nouns
  - a. Modified by other nouns
    Nin taitai. 化太太
    Wo fumu. 我女母
  - b. Modified by stative verbs

    Hau ren. 43/

#### 2. Pronouns

a. Before personalized and specified nouns
Ta taitai. 他太太
We jeiben shu. 书這本書

b. Demonstrative "mei" (各)
Meige sywesheng. 各個學生

#### 3. Measure

a. Verbal measures "tsz" ( 次 ), "yisyaer" (一些 完 ), and "hwei" ( ② )

Ta laile lyangtsz. 他来了铜坎

Ta kangwo lyang hwei. 他看過肠炎

Jeige wenti, wo yau syang yi syaer. 這個問題,我愛想一些兒

Taipingyang dzai Junggwode dung byaner. 太子洋 在 中國 两束邊兒

Nyuywe dzai Meigwode dungbu. 红约女美國的東部

#### 4. Verbs

a. Auxiliary verbs "hwei" ( ) and "yau" ( ) to indicate Future

Wo yau dzwogung. 我笔做工 Ta hwei kan wo. 他會看我

b. Distinction among optative verbs "neng" ( # ), "hwei" ( # ), and "keyi" ( # )

Wo neng sye hen dwo dz. 我能寫很多字

Ta hwei shwo Junggwo hwa. 他會說中國話

Ni keyi dzou. 小,可以走

- c. Use of "gwo" (逆) as a co-verb to indicate past tense Wo kangwole. 我看追了
- d. Use of "gei" (总) as a main verb, co-verb and preposition
  Wo gei ta sanben shu. 社合他三本是

Wo mai gei ni yiben shu. 我 责 给 你 一本 書 Wo gei ta dzwofan. 我 給 他 何 友 版

e. Use of co-verb "ba" (把) construction.

Wo ba ta dale. 我把他打了 Ba jeige gei ta. 把這個給他

f. Compound verbs with "lai" (  $\cancel{\xi}$  ) and "chyv" (  $\overset{1}{\cancel{\xi}}$  ).

Jinlai 進來

Jinchyu 進 艺

Syalai 下汽

Syachyu 下去

Hweilai 10 来

Hweichyu 1の 去

#### 5. Adverbs

- a. Distinction among "hai" (遅), "ye" (せ), and "dzai" (事).

  Ni hai meidau ma? 信意表到場?

  Ni chyu, wo ye chyu.信意表到也ま?

  Mingtyan dzai shwo. 日天再說.
- b. Addition of "shr" to emphasize.

  Ta hai shr meilai. 他還是未來

  Ta jen shr hau. 他真是好

#### 6. Particles and suffixes

- a. Diminutive suffix "er" (兒) and "dz" (子).

  Jer 這兒 Yikwar 槐兒

  Erdz 兒子 Bendz 本子
- b. Use of the particle "swo" ( Ff ).
  - 1. As a relative pronoun
    Ta swo shwode hwa. 化所能的分詞
  - 2. To mean all or all that there are in the construction "swo youde" ( ) ( ).

Swo youde ren dou hen kechi. 竹柏与人部很客新

- 3. To mean therefore or thereby in the pattern "swoyi" (所以)
  Yinwei ta hen ben, swoyi kaubushang. 因為他很举,所以专不上
  c. Use of the particle "de" (らり)
  - 1. As a pronoun

    Nande  $\mathcal{F}$
  - 2. To indicate the posssessive case Wode byau. 我 南京末
  - 3. To indicate past tense
    Ta shemma shrhou laide? 他什麽時候来的
  - 4. To connect modifiers with that which is modified Nyan laude ren. 并 たららく
  - 5. To form participles
    Jeishr wo syede. 连是报勤动
  - 6. To form compound adverbs
    Man mande. 中党 中党 多约
  - 7. To indicate an occupation in a verb-noun phrase

    Jyau shude. 发着的 Mai maide. 買賣的
  - 8. To present a contrast in parallel constructions
    Youde ren hau, youde ren buhau. カック人 りまれる カック
  - 9. Omissions of "de" (95)
    Hau ren. 七子人
    Leng tyan. 今天
    Wo jya. 书家
- d. On the use of the particle "jyou" ( 577 ) also known as a fixed adverb

Wo jyou lai. 我就来

Wo jyou you yiben shu. 我就有一本書

Ta jyou bulai, wo ye yau chyu. で京大子東、状也空吉.

- e. Use of "le" ( )
  - 1. To show past tense
    Tamen laile. (也 ( ) 本 3
  - 2. To show present perfect
    Tamen dou chuchyule. 世門市片之。
  - 3. To indicate past perfect
    Na shrhou wo yijing dzoule. 邦 は なれた 打しなな よう
  - 4. To indicate categorical affirmativeness

    Syingle. % 3

#### 7. Comparison

- a. Superlative of adjectives by use of "dzwei" ( ) before and "de" ( ) after the adjective

  Dzwei haude. 12 t 3 (2)
- 8. Interrogative
  - a. Use of alternatives Ni chyu haishr buchyu? 心、も 淀 足 ろ さ ?
  - b. Use of "ne" (\*/¿)

Ni gen pengyou chyu ne, haishr dzji yige ren chyu? 化、銀光自己一個人 きこ

#### 9. Relative time

- a. Use of "yichyan" (以前).
  Yichyan wo shr jyauywan.以前认是技术
- b. Use of "yihou" (以後).
  Wo chrfen yihou, jyou nyanshu. 形を根心後、方た 含書
- c. Use of construction "...de shrhou" (.... 京東京議)。
  Wo dau jyadeshrhou, fumu hai mei hwei lai. 我到家的時候 欠也是未回来

#### 10. Numerals

- a. Enumeration from 100 upwards
- b. Wan ( 草) and "wanwan" (草) 草) groups
- c. Fractions

#### TOP JA: VOCABULARY LISTS, LEVEL I

These topical vocabulary lists represent selected items taken from the alphabetical lists and grouped around specific topics to facilitate conversation and composition. They do not include idiomatic expressions.

#### 1. SCHOOL

sywesyau 常花	nansyweshang 男得生	fangjya 76 /fi
sywechi 學與	jyautang 教堂	sywesheng 🥰 4
tushugwan 圖書話	syansheng 先生	dasywe 大導
fusyanjang 多月枝是	jyauywan 克久貞	jungsywe
syake 下言集	dyanming Fib /2	syausywe 1, 12
shangke 上课	dyanmingban 漢は次 1/2	
nyusywesheng 七谔生	syaujang 木大夫	



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#### 2. CLASSROOM

chwanghu 資产
gwochi 国族
dajung 打庭
koushr 口試
bishr 等試
kaushr 表試
fenbi 特等
kaubuhau 表示以
mwoshweibi 溫水等

chyanbi 起等fenshu 分类以yitangke 一定就shwadz 和1字heiban 黑板hwar 基章ditu 七四岁jung 市立

keshr 完全 ketang 定型 ban 打造 syousyi 体是 hege 合本 yidz 和分 jwodz 与 houmen 沒知 chyanmen 不知

### 3. LESSON

gungke 功謀
shu 書
bendz 本子
keben 詳本
jr 紙

nan 集 yunggung 用巧 wensyi 记忆 hweihwa 宜言 fanyi 篇譯

# 4. HOMEWORK

kewaigungke 課外力課 syedz 第3 syedzbu 第3章 hunggejr 点工作系 gai 改

taying 答應
hweida 回答
wenti 問題
shufa 記述
shengdz 生字

lyansyi 如果 lyansyibu 如果 kewaihwodung 记算分子表更为

### 5. LANGUAGE

waigwohwa 计图表 gwoyu 🖺 👯 Yingwen KX Yinggwohwa 艾園記 Fawen Fagwohwa = Pat Jungwen † 🛴

Junggwohwa Sylbanyawen 中州 光文 Sylbanyahwa 切打主 有話 shwohwa 意为意志 Dewen 作文文 Degwohwa 汽車電話 Youtaiwen 的人之 Youtaihwa 省大語

Ewen it ? Egwohwa | 批議言 dung 4季 fanyi 流音譯

#### 6. FAMILY

jya jyating in fuchin 文制 € € baba muchin + 11, VB VB mama 父母 fumu 完子 erdz 七号 nyuer

dzufu 油文 yeye To ho dzumu 71 A nainai VB VB syungdi 5年 gege 취득 didi 茅芥 jyemei \* + +  meimei + 1 + 1 syauhaidz 1.3% 3 syansheng 失生 jangfu 大夫 taitai なた furen t chinchi 新原门

### 7. OCCUPATIONS

jyaushude 表文表的多 jyauyw 1 表文英 gungren I L nungren 虎人 yisheng 原生 大大 daifu

mushr 14 Eq yadaifu 并大夫 yayi 4 18 gungchengshr = 72 %. F lyushr 洋序体 lujyun 陸重

haijyun 海角 kanhu A hushr 道士 jingcha 學家

8. COLORS

yanse 房色 yanshai 房色 bai 与 hei 流 hung 紅

 jyuhwang 植苗 dzung 村, hwei 大 shen 汗 chun 浅

9. CLOTHING

yifu 衣服
chwan 第
shoutauer 了套记
wadz 流子
kudz 流子
shweiyi 是永
yaudai 龍潭

two 脱dai 敦 gwadz 科子
sye 鞋 shoujin 计 lingdai 原形 yishang 礼装

twosyalai 脱下来
chenshan 視花;
mauyi 七衣
pisye 皮茸
dayi 大衣
maudz 脂子

10. DAYS AND WEEKS

libai 花科 libair 花科 libaityan 花科 libaiyi 花科 libaiyi 花科 libaier 花科 libaisan 花科 libailyou 花期 syingchi 华 期 syingchir 华 期 日 syingchityan 年 期 一 syingchiyi 年 期 一 syingchier 年 期 二 syingchisan 年 期 三 syingchisz 星 期 四

syingchiwu 望村王
syingchilyou 星村六
yigesyingchi 一個星期
yigelibai 一個星期
shanglibai 上禮拜
shanglibai 上禮拜
shangsyingchi 上星期
syalibai 下禮拜
syasyingchi 下星其片

#### 11. MONTHS

#### 12. SEASONS AND HOLIDAYS

chwunji 13 1
chwuntyan 🗦 🕂
syaji
syatyan 夏天
chyouji 秋季
chyoutyan 永夫
dungji
dungtyan 与天

Shengdanlauren 事能充人
Shengdanka 望龍大
Syinnyanjye 清 并
Gwosyinnyan 泛清 并
wuywejye 注 片
Dwanwujye 克 片
Baywejye 八 月 第
Jungchyoujye 十 千 次
Jungchyoujye 十 千 次

#### 13. CARDINAL NUMBERS

wanwan 节节 shrwanwan 十节节

#### 14. ORDINAL NUMBERS

#### 15. ARITHMETIC

chyan † jya "Dr cheng \* dengyu(shr) 与治 [景) er(lyang) fenjryi=(病)完之 yiban 一半 baifenjrbai 3725 baifenjryi j n i -

chu 除 fenshu sanfenjryi = 2 -

### 16. TIME

yidyanjung 一點瞳 yigejungtou 一個原質 yifenjung 一方序建 yimiaujung 一种原 bandyanjung 半黑旗 bangejungtou 半個時頃 jintyan 今天 dzwotyan 片下天

mingtyan 时天 chyantyan 前 天 dachyantyan 大前天 houtyan 後天 dahoutyan 大沒天 meityan 為天 tyantyan 天天 meilyangtyan 占雨大 shangwu + + jungwu ++ syawu TF wanshang Ph dzau 🕆 dzaushang 片上 shrhou 時候 shrjyan Pf 19

### 17. ANIMALS

dungwu \$\mathfrak{H}\mathfrak{ 貓 mau nyou 缑 hou 品度 lyu ma

nyauer ( ); shu ju 着 yang  $\ddot{\exists}$ lauhu えた 狼 lang

tsangying to ME wendz 生文子 yu 🐫 jinyu 全点 東党 tuer

### 18. FRUITS AND FLOWERS

shweigwo 水菜 朝果 pinggwo

橘子 jyudz 桃 tau

tsau shweisyahwa 1 K/14/10

syangjyau	石窟	syigwa	西瓜	chyangwei 市做
putau	葡萄	hwa	The	kai 🕌
ningmeng	檸檬	shu	村	jyauhwa 洗花

### 19. TOPOGRAPHICAL FEATURES

hai . t	kungchi 空氣	yang
he $\frac{1}{2}$	senlin - 杭林	ywelyang } तें
shan L	shanshwei J	tyankung 天空
jyang 7	shulindz 桂汁林子	tsaudi ju
Dasyiyang 大场	Taipingyang 太平洋	,
Haiyang 5	taiyang 太がり	

### 20. COUNTRY AND SEASHORE

fangjya 方文作支	tyandi Voxe	haitan 海滨
jyachi 信養 其	lu J'n	lang ik
shujya 节作之	ywandz 1133	shatan 马旗
syangsya 57	hwaywandz だ風子	·
syangsyaren bart	haibyan	

#### 21. WEATHER

L. WER.	/\- / <del>-</del>	1.	
kune	gchi 空氣	yun Z	lyangkwai 美,好夫
len	3	tyanchi $ar{\mathcal{F}}$	taiyang 太陽
nwai	n 阜	re Žį.	gwafeng 阅读原
fen	s 192	ywelyang	ru in
syay	yu 下雨	sywe 3	syasywe 下海

22. PARTS OF THE BODY

shenti 身體
toufa 夏蒙
yanjing 服情
bidz 异子
koudz

lyandz 版字 ya 牙 erdwo 耳朵 shou 手指

syung 用的dzwei 指 twei 那是 jyau 指了 syin

23. HEALTH

shenti 月間 bing 历 shengbing 生活 fashau 沒次 faleng 沒次 yiywan 语说 jaulyang 有流 shangfeng 傷風
yisheng 醫生
daifu 大夫
bushufu 不舒服
toutung 過編
lei 架
jungle 腥了

dajen 打計
yatung 牙滴
tiwenbyau 電温表
redu 蒸皮
weisheng 為去

24. THE HOUSE

syidzaufang 元本房 wofang 日 房 fanting 版从原。 chufang 原 房 tszswo 原门户

keting 客廳 tsenglou 管楼 louti 花棉

25. FURNITURE

jwodz } }
deng XE

yidz 桥子 chwang 床

bingsyang 水箱 dengdz 株子子

	dengpauer 从意记记 yigwei 不懂 gweidz 推入	dyanshrji 電視 shujyadz 青珠子 gangchin 調養	taideng 下片下登
26.	MEALS	211	.,
	chrfan villek	e (34)	yanghwo洋火
	dzaufan + lik	ke 5	kaulu 大多火量
	wufan + RR	kwaidz 47, }	chabei 茶水水
	wanfan y Ž   RK	chrdz 是t子	chafang 茶房
	kaifan (t) lik	cha	wan
	dzwofan Its lik	dyedz 6末子	chau 41
	fangwaner like like 2	tsaidandz 某字子	
	syitsan in	daudz $\mathcal{D}$	
27.	FOOD	·	
	fan / k/2	tang in	nyoupai 片排
	ji i jį.	jurou 赤门沟	nyourou 7 16
	yangrou ju	yu 🖟	chingtsai 青菜
	syihungshr 47 (17)	jyou (E)	myanbau 数包
	nyouyou 4 : 4)	tang	yan G
	chouyan 打电火星	chryan 污火空	dyansyin こんしゃ
	bingjiling 沐裳凌	jidzer 🏗 🕽 📆	jyangyou 当为
	tsu 闽首	hujyau 声片本大	hwanggwa 👯 🗐
	syigwa (D)M	doufu 豆腐	hwotwei 火ルと
	yadz 953	jyouchyan : 图 /基	jangdan Jk j
	ganbei \$273.	lungsya jiệ thiệ	• 1

#### 28. BEVERAGES

kaishwei	南水
cha	茶
bingcha	冰茶
nyounai	448
bingshwei	3/1/2/6

jyudzjr 指 3 : †
dzaidau yipei 前的一杯。
syushang 流言上

#### 29. THE CITY

chengshr	功中
dushr	ने विष
malu	1 6/2
dajye	大行
hutung	节门
gungywan	公園
jyautung	交通
yinhang	银行
	•

chejan ( )
chenglitou 七成 菜 袋鼠
chengwaitou t/人女子克克
wang (I
lugwo 选证题
difang tせ方
gwai 17
menpai pg tig

lukouer 炎 方式 jai 定 kwan 真 ping 平

#### 30. BUILDINGS AND MATERIALS

lou	桂
bwowugwan	事物電
bwowuywan	博物院
chyau	芥

mu t judz 'T';

#### 31. SHOPPING

maimai	買	質		
maimaide	買	賣	67	
baihwogung	ßz	P	黄石	副
pudz lift	`}	•		

ehyan 民 jyachyan 實践 shangren 点人 shrchang 斗場

#### 32. SOCIAL RELATIONS

syansheng	先生
taitai	なな
syaujye	·J·A
jyeshau	11 1112
jyegwang	借光
kechi	客氣

daying 法應 renshr 記記 jyouyang 久仰 sweibyan 這便 tingshwo 預息記

#### 33. COUNTRIES AND NATIONALITIES

gwo (配)
gwojya 🗐 🖟
gwomin lat K
Meigwo 🗦
Meigworen 美國人
Junggwo 中國人
Junggworen 中國人
ounder   15 1/

Egworen 代國人
Yidali 克大利
Yidaliren 意大利
Yigwo 意图
Yinggworen 英國
Yinggworen 英国人

### 34. DIRECTIONS AND LOCATIONS

東	
南	
田	
J [:	
fangsyang	
dungbei	
	⊕ ∃ t y <b>a</b> ng

yijr 一直 jin 近 ywan 遠 dweimyan 對面

35. TRAVEL

yangche 洋单 chefu 耳伕 chapyauywan 在学员
syingli 行李

shrjyanpyau 片門札 chwan 和



chiche gunggungchiche 与关汽车 dyanche E ting 交通 jyautung hwoche 火阜 車站 chejan wenshrchu 智事族 pyau

pibao 17 6 syangdz # } jyaufu 科文夫 ganshang 超上 tebyekwaiche 好別快車 shweiche fanche kiz F laihweipyau 集の集 toudeng 頻等

matou RASE haikou 24 12 fandyan / K lyugwan ik kg lyusying 方衣行 lyuke 就答 feiji 飛椒 feijichang 泥林場 shangche 上身

### 36. AMUSEMENTS

changger + FAR 43 dyanying 電影 dyanyingywan 爱影片说, yinywe 卡柴 dyanshr 電視. shouyinji 收音機 yousyi 液管数

youyung 清 剂 syiywan 性 ) youyungchrdz 特殊地子 sanbu 散步 dzsyingche 自行車 saipao 賽跑 tyauwu 加岩 dachyou \$13\$() chima A yundungchang 運動力場

bisai しじ着

### 37. WEIGHTS AND MEASURES

chrtswun £ ‡ 35 ma li lyang jung

ching \$6 gau 英 ai chang 短 dwan

gwan jai mou changdwan 大龙 gwanjai 剪定

### 38. SCHOOL SUBJECTS

Jungwen	中文
Yingwen	英文

### 39. WHERE?

jeli	追影
jeer	遠兒
dzainaer	在那兒
dzainali	龙那裏
dzaijeli	た這裏
shang	上
sya	下.
	•

### 40. QUANTITY

wai

nei

dwoshau	多少
hendwo	很多
yidyaner	一點兒
taidwo	太多
chabudwo	差不多

gou 始 bugou 不知 youjige 相线個 youjidwo 有数多

#### IDIOMATIC EXPRESSIONS

Level I: First Half

- 1. Honorifics or Polite Terms
  - a. Nin for ni. 45.
  - b. Nin hau a? 15 43 "big
  - c. Gwei sying. 貞 4里
  - d. Bi sying. 抗发 长生
  - e. Syansheng. %  $\pm$
  - f. Laushr.  $\overline{z}$  fq
  - g. Ching
  - h. Ching wen. 清情的
  - i. Bu kechi. 不容氣
  - j. Dweibuchi. 對乃起
  - k. Dweibuju。 掌力不住
  - 1. Syesye nin. 销销货
  - m. Man dzou, man dzou. Y曼走, 慢走
  - n. Man chr, man chr. 中曼心。中曼心
- 2. Dzaijyan 由 其
- 3. Shrbushr 是不是
- 4. Dzau or Nin dzau. 早,作片
- 5. Jityan

钱天

- 6. Jige ren 装個人
- 7. Shr laige ren 十来個人
- 8. Shr jige ren 十级值人
- 9. Dachyantyan 大前天
- 10. ahoutyan 大後天



11. Sya sya libai. 下下产事

12. Sya hwei

13. Chyu nyan

14. Hou nyan

15. Chyan nyan

四来四去 16. Hweilai hweichyu

時候不早了 17. Shrhou budzaule

18. Ni shwo ba

下雨 19. Sya yu

下雪 20. Sya sywe

21. Tyan chingle 天晴了

太晚 22. Tai wan

你晚了 23. Ni wanle

對不對 24. Dwei budwei

大小 25. Dasyau

高矮 26. Gauai

表短 27. Changdwan

輕重 28. Chingjung

多毛: 29. Dwochang?

30. Dwogau?

43钱天? 31. Hau jityan?

看一看 32. Kanyikan

E+3 33. Jeng hau

有甚麽事? 34. You shemma shr?

35. Meiyou shemma shr 汽有什麽事

36. Yilyang tyan



37. Lyangsange ywe 研三個月

38. Shang bannyan 上半年

39. Sya bannyan 下半年

40. Syandzai jidyan jung? 現在袋幣值量?

41. Haukan 以3 指

42. Bainyan, bainyan 科年、科年

43. Gungsyi, gungsyi 茶喜、茶基

44. Chabudwo 差3. 多

45. Bucha dwosyau 7. 先 少小

46. Dzauwan ta yau lai 早吃地電车

47. Jwei bushang ta 追 分上地

48. Ta hen gauda 化说品大

49. Wo burenshr ta 我不能說他

50. Gwochyule 過去了

#### Level I: Second Half

1. Honorifics or Polite Terms

a. Laushr dzaijyan 花序形見

c. Bye kechi 别名礼

d. Da ming? 大名?

f. Ni chrgwole fan ma? 1万, "乙间版版思?

g. Mafan ni 麻煩沉

h. Gan bei 草之木

i. Sweibyan chr 尾頂定



2. Nannyu tungsywe 岩七同骘

3. Keyi

4. Yihwer

5. Jiswei?

6. Tanyitan

7. Dzouyidzou

8. Dzwoyidzwo

9. Yunggung

10. Da ting

11. Youmingde

12. Ke bukeyi

13. Kai shwei

14. Nangwo

15. Gwode chyu

16. Gwonyan

17. Gwochyu

18. Shangke

19. Syake

20. Shangywe

21. Syaywe

22. Shangdeng

23. Syadeng

24. Buyiding

25. Haiyou

26. Haishr

27. Gangtsai

28. Dyansyin

可收包

袋戲:

談一談

走一走

坐一坐

用功

打聽

有名的

可不可以

開追

過得去

過年

温艺

上課

下課上月

下月

上等

下等

不一定

處是

刚才

雅心



29. Chyouyan th 火星

30. Jyouchyan : 原枝、

31. Bye! %

32. Chrbude で入行

33. Chrbulyau でえず、了

34. Dzwofan 优文 次反

35. Dzwotsai 位复荣

36. Chrbulai 吃了,朱

37. Syangbudau 想不到

39. Dang myan 当重

40. Leng dan 二分次

41. Dwo dzwei

42. Syingle /5 ]

43. Busying 3. 35

44. Bye mang a. 31 42 749

45. Bye kaiwansyau 刘州元关

# CLASSROOM EXPRESSIONS, LEVEL I

- 1. Syandzai shangke le. 刊之 上訣了
- 2. Ching nimen anjing yidyar. 計作介的支持一點元
- 3. Ching dzwo. 計坐
- 4. Ching bye shwohwa. 言 写 完 言言
- 5. Ching ba shu dakai. 詩把書打衛

6.	Ching	janchilai	shwo.	計	正比	起	來	说
	_	-		. 17		_		• • •

- 7. Ching jyu shou. 清學引
- 8. Ching nimen kankan di\_\_\_\_\_ke. 清 圻 仰 指 着 笋 .\_\_\_\_ 誤
- 10. Di\_\_\_\_\_dwan. 7
- 12. Women dzwotyan nyandau dijiye? Dijihang? Dijidwan. 我們昨天念副等幾点? 等幾項?
- 13. Ching shwo Junggwohwa. 是有意觉小倒意言
- 14. Ching yung Jungwen. 意有用中文
- 15. Bye shwo Yingwen. 为 彰 美 文
- 16. Ching dasheng yidyar shwo. 訪大博一點包記
- 17. Ching gen wo yikwar nyan. 請於我一塊兒念
- 18. Ching genje wo nyan. 請與着我念
- 19. Wo nyan yijuhwa, nimen jyou genje wo nyan yijyu. 批念-句, 你們就跟着我感
- 20. Ni dung ma? Ni dung budung? 小川達鳴:1小煙不煙?
- 21. Ching dzai shwo. 清 再 彰
- 22. Ching man yidyar shwo. 清慢一點包記

- 23. Ching kwai yidyar shwo. 計中一點定意
- 24. Ching ba shu hechilai. Ching ba shu heshang. 清把書合起來, 言和思合上
- 25. Ching nimen buyau (bye) kanshu. 請你們不定(別)看書
- 26. Ching dzai shwo yibyan. 計再完一遍
- 27. Syandzai syake le. 現在下課了

### PROVERBS, LEVEL I

- 1. yi tswun gwangyin, yi tswun jin. 一寸光陰一寸金
- 2. yi r san chyou. 一日三块
- 3. yi r chyan li. 一日午里
- 4. yi jyan jung ching. 一見庫情
- 5. Yi ke chyan jin. 一刻千金
- 6. Yi jyu lyang de. 一舉病得
- 7. Chi shou ba jyau. 七手八挺了
- 8. Bu san bu sz.  $\sqrt{3} = \sqrt{3} + \sqrt{2}$
- 9. Chu feng tou. 出風質
- 10. You tou wu wei. 有頭無尾
- 11. Yin syau shr da. 因小失大
- 12. De tswan jin chr. 得寸進尺

### ALPHABETICAL CHECKLIST, LEVEL I VOCABULARY

The following alphabetical list represents the minimum vocabulary to be learned in Chinese, Level I. This list provides a checklist for the teacher in selecting words for mastery from the textbooks that are available to the teacher.

These and all other vocabulary items should be taught as part of an actual conversational sequence, not as isolated vocabulary.

ai É
ba te ve
bai 6, 6
bai tyan 🖟
ban 秭发,半, 辨
ban jya 接缘
ban tyan 半天
ban shr 莽库某
ban ye 半夜
bang t
bang mang 基中
bau 12
bei 1/C
bei byar 北邊兒
Beiping 北平
Beijing 北京,
ben 本, 笨
ben lai 存集
bi bt, y
bi dei 才得
bing 病

bu 不、智 bu bi 不处 bu chang 不常 bu dan 7.10 bugandang 不被當 bugwo 不够 bu hwei 人會 buneng bu T. H. J. busye 不計 hutswo 不能 buyiding 不一定 buyung 3-17 byan, byar 漫漫见 byan, pyan / byan 表 bye kai wansyau 引桐节文業 cha 大 chagwar 本心的

chawan 茶碗 chang \$ & changchang 岸岸 changger 品研欠分 chejan 单站 cheng the chenglitou 城幕鎮 chi 上、奇、南 chiche 汽車 chin ching 清 chingchu 清楚 chingdzwo 請坐 chingwen 計劃 chrfan wilk chu 边 chuchyu 出去 chugwo LA chulai 出來 chumen 4 19

chabudwo 差不多

chwan 我是
chyan 子,践
chyanbi 似等
chyanbi 似等
chyanmen 前間
chyantou 前段
chyantyan 前天
chyu 去
chyubulyau 去不了
chyuny.... 去

da FJK dagai 大根子 dai H; daifu 大夫 dajang 打仗 dalu 大陸 dangran 常然 danshr (bg dayi 大衣 dau de 17 dei 省 deng dengyisya 等一下 Degwo 德國 Dewen 德文

ai 的、第、地、弟 disya the T dijr 地址 ding P dou 书员 dung 🏌 dungsyi 東西 dwan 失复 dwei 岩寸 dweibuchi 對不起 dwo dwoshau 多丁 dwosye 发謝寸 dyan Th dyansyin 源版。 dyar The dz dzdyan 字典 dzji A U dzai 14 A dzaijyan [A]) dzau 🖁 dzaufan 7 kk dzaushang 91 dzemma & F dzemma ban 怎麽辨

e 飲 Egwo 俄國 Ewen 俄文 er 二 erdz 兒子

fadz 法多 Fagwo 法例 Fawen 法文 fan 版 fangbyan 方便 fangdz 房子 fangsya 放下

fangsyin 放仁 fangwar 假院 fei 非能 feichang 非常 feiji 能模 feijichang 花楼場 fen 分 fenkai 分開 fengjing 風氣 fuchin 父親 fujin 附近 fumu 父母

gungsyi 恭善 gwanshang 關上 gwei 貴 gweisying 貴姓 gwo 圓, 浥 gwoger 國歌兒

hai haidz 孩子 haishr E hau 43 heusyang 好像 he 喝味仓 he jyou 尚海 hei 🖫 heiban 黑板 3/2 hen 役 hou houbyar 後邊別 houlai 後來 boumen 12 19 hounyan 後年 hwa hwaile 據 3 hwar 書分 hwei

hweijya 回家
hweilai 回来
hwo 大
hwoche 火車

janchilai 扩起来 Jang 3k jau # jei 這 jemma ) 意麻 jen A jenghau LXZ ji 袋 jin 追 jinchyu 追去 jinlai 谁来 jinnyan 今年 jintyan 今天 jr 吴 然 jrdau 大口道 ju 住 jung 👎 jungfan Pak jurgjyar 中間兒 Junggwo 中國 Jungwen 中文

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jungtou 後題 jwodz \$ 3 jyali 家稟 jyan 8,14 jyau 表文 叫 jyaushu 表发基 jyeshang 往上 jyejye \*月 X且 jyeshau / 48 酒旅 jyou jyougwar 三色度学 jyoushr 京大是 jyudz 1073 jywede 開門

kai 👭 kan 和 kanjyan 福制) kanyikan A - A 课河 kechi 支氣 keneng with keren 名人 keshr Th keting 客廳 kungpa 1946

kwai 快,摅 lai 來 lau 5 laushr 老師 le { lei A libai 禮拜 libaiji 禮拜袋 likai 離開 litou 裏頭

lushang 121 lyan 解 lyang 病 lyugwan 大人自己

ma E VE VE mafan 麻鸠 mafu馬夫 mai 買、賣。

man Y隻 manmar lai 雙慢兒來 nanhaidz 男孩子 mang 42 mang shemma 十七十萬 nankan 業員看

maubi 毛掌 maudz 43 mauyi 毛衣 mei 沒 mei fadz 光法子 Meigwo 美國 mei shemma 汽什麽 meimei 4x4x meityan 多天

meiyisz 沒意思, meiyou shemma yisz 沒有什麼意思 men pe /pe menkouar 門 巨兒 ming & M

mingbai PA 6 mingtyan of F mingnyan muchin 台翔)

na (nei).  $3\beta$ maibuchi 買不起 nachilai 拿起来 nar 那兒 nanpengyou 男朋友 nanren 男人

mau E

neng 化
nide 化,
nide 化,
nide 化,
nimen 化,
p
nyanshu 念書
Nyouywe 点足约
nyuhaidz 女孩子
nyupengyou 女朋友
nyupengyou 女朋友
nyuren 女人

pau be
pau be
pau be
paudekwai be/特
pengyou 朋友
pingan 平平
pingchang
pingchang
pyanyi 使
pyanyi 使
pyaulyang
Rben 日本
renren 人
renshr 記載
rungyi 洛易
Rwen

sanbu 散集 shan 山 shanshwei Lik shangbyar 上邊名 Shanghai 上海 shangke 上課 shanglai 上来 shang libai 上禮拜 shangsywe 上躞 shangtsz 上次 ارك shau shei (shwei) 崑崖 shemma 表於 shemma...dou...甚麽... 百月 sheng £ shengchi 生氣 shou F shoubyau 月表 shr 基時 shrching 事情 shrhou 時候 shu shufu 标子用户 shwei 2

swei 🛱 swoyi PH 45 sya T syachyu 下去 syake 下景 syalibai 下禮拜 syan 7, syandzai 均位 syansheng 先生 syang 11. syauhaidz 小孩子 syauhwa 笑話 syaujye 1. 41 syausyin ( ) syawu 17 syedz 差字 syesye 辩謝 syesyin 第信 syi 🀔 syihwan 主族 syilyan 大魔 syin 🗥 syin 某斤 syinjr 信息 syiwang 希望 sywe

shweijyau 度質)

shwohwa 最后去

sung 注

sywesheng 劈生 sywesyau 劈校 sz 四, 机

tade 14 55 taitai なな tamen (t) (199 tanhwa 談話 tang 湯、糖 tebye 特别 ting 事意, tingshwo 事实意为 tou Eg tsai 才、茶 tsung tsungming AQ HA tswo Et tsz 次 tyan 天 tyau 将

wai 外waigwo 外國
waigworen 外國人
waitou 外頭
wan 克,玩,晚,夢
wanfan 晚飯

wang 往,望,忙
wanshang 晚上
wei 位
wei shemma 為什麽
wen 文,問
wenti 問題
wode 我的
women 我們
wudz 至子
wufan 午飲

yang 亨 yangdz th 3 yanggweidz 洋鬼子 yanjing 眼睛, yau \$ yauburan 客个统 yaubushr 芸不是 yaujin 事樣 yaushr \$ % ye 电液 yesyu tif yiban 一角星 yichyan 从前 yiding - Z yidyar 一黑色的 yigung 一类

yihou 以省 yihwer - 82/ yijing Pha yikwar 一塊兒 yilu pingan 一路存安 yingdang 應當 yinggai 底該 yinwei 图焦 yisheng 醫生 yityandauwan - K yiyang 一樣 you 有, 在、又 youchyan 有疑 youdeshrhou 有5分時候 you jihwei 有機會 youming TAR youyisz 有意思 youyityan 有一天 youyung 有用 yu 🧸 yubei 预备 yung (A) ywan ik ywanyi 開意 ywe A TX ywelyang 月亮

#### CHARACTER LEARNING, LEVEL I

- 1. Recognition of 400 morphemes and 850 vocabulary items.
- 2. Mastery of 200 to 250 characters.

### CULTURE TOPICS, LEVEL I

### I. Importance of Studying Chinese

#### A. Vocational

In a world where travel by jet has become commonplace, where there is greater interdependence in science, commerce and industry and where there is a greater need than ever for international understanding, the demand for men and women with foreign language training is increasing. There is a growing need for government employees, diplomatic and consular representatives, and industrial personnel who have a working knowledge of two or more foreign languages.

Educators and statesmen recognize that the Chinese language is a major key to understanding the Asian people, since the written language and culture of the Japanese, the Koreans, and most of the peoples of Southeast Asia are to varying degrees derived from the Chinese. More people speak Chinese than any other language in the world.

With the recent dramatic change in the United States-Chinese relationship, American interest in China has surged. Chinese-speaking Americans will be in increasing demand in government, industry, education, and other professions. In this burgeoning American-Chinese job market, the American who has a knowledge of Chinese will have a distinct vocational advantage over the American who is monolingual.

Some fields in which a knowledge of Chirese is advantageous are:

Diplomatic service
State Department agencies
United Nations agencies
Military services
Import and export
Foreign banking
Teaching of Chinese

Historical research
Scientific research
Travel and tourist agencies
Publishing
Comparative linguistics
Library service
Medical service

#### B. Avocational

Aside from the vocational uses of the language, the ability to understand and speak Chinese is of inestimable value for an appreciation of the culture, life and customs of the Chinese people.



Some avocational activities involving a knowledge of Chinese are:

Travel

Reading Chinese literature in the original form
Reading local and overseas Chinese newspapers and magazines
Enjoyment of Chinese films and lectures
Understanding Chinese broadcasts on shortwave, and the
Voice of America Chinese programs
Communicating with visitors from Chinese-speaking areas
Engaging in "pen pal" correspondence
Selecting food in Chinese restaurants
Emergency interpreting in government agencies, hospitals,
schools, and commercial establishments

### II. China: Its Land and People

### A. Geography

- 1. Provincial Organization
  - a. Under the Manchu dynasty
  - b. Under the Nationalist government
  - c. Under the People's Republic of China

#### 2. Size

- a. Land area
- b. Comparison with the United States and the Soviet Union

#### 3. Topography

- a. The loess areas of the north rich alluvial soil deposits
- b. The flood plains and delta of the Yangtze river in central China
- c. The desert, steppe lands, and mountains of the west
- d. Southern land area rice bowl of the nation

### 4. Some Major Cities

- a. Shanghai
- b. Tientsin
- c. Peking
- d. Mukden (Shenyang)
- e. Canton
- f. Dairen-Port Arthur (Lu-ta)
- g. Nanking
- h. Wuhan (Hankow, Hanyang, Wuchang)
- 1. Chungking
- j. Soochow and Hangchow
- k. Harbin



### 5. Chief Rivers

- a. Yangtze River
- b. Yellow River (Huang Ho)
- c. Amur (He\_lung Kiang)
- d. West River (Hsi Kiang)

## 6. Important Mountain Ranges

- a. Himalayas
- b. Kunlun
- c. Tienshan

### B. Population

1. Size

Comparison with the most populated countries of the world

- 2> Ethnic Composition
  - a. Han Chinese
  - Non-Han population Mongols, Tibetans, Uigurs,
     Kazakhs, and Manchus

### 3. Languages

- a. Mandarin Chinese
- Other important dialects Wu, Min, Amoy, Hakka, and Cantonese
- c. The writing system

#### C. Agriculture

- 1. Necessity of making maximum use of arable land
- 2. Chief food crops rice, wheat
- Other food crops millet, kaoling, barley, sweet potatoes and peanuts
- 4. Production of cotton

### D. Industry

- 1. China's assets large labor supply and good supply of coal
- 2. Additional resources tungsten, antimony, salt
- 3. Chief industrial products steel, electrical equipment, textiles
- 4. Production of atomic energy



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- 5. Aeronautics
- 6. Shipbuilding
- 7. Exports soya beans, raw silk, wool, hides, furs, etc.

#### E. Social Structure

- 1. Traditional Family Relationships
  - a. The clan
  - b. Family hierarchy
  - c. Family education
  - d. Marriage traditions
  - e. Ancestral respect
- 2. Important Chinese Traditional Festivals and Holidays
  - a. New Year's Festival
  - b. Ch'ing Ming or the Spring Festival
  - c. Mid-Autumn Festival
  - d. Dragon Boat Festival
- F. Contributions to World Civilization
  - 1. Philosophy Confucianism, Taoism, Legalism, Buddhism
  - 2. Chinese Inventions and Contributions

Silk Chaulmoogra oil for leprosy Civil service examinations Printing Compass Dominoes Gunpowder Rockets Chinaware Fireworks Grenades Paper Paper money Tea drinking Lacquer Ice cream Abacus | Acupuncture Coal for fuel Kites

#### III. Contemporary Political, Economic and Cultural Life

- A. Political Organization
  - 1. Founding of People's Republic of China October 1, 1949
  - 2. Constitution of 1954
  - 3. Provinces and autonomous regions



### B. Economy

- 1. Agriculture as the base of China's economy
- Rapid industrialization Five Year Plans; the Great Leap Forward of 1958; use of the Commune system
- 3. Increasing trade with foreign countries

#### C. Social Structure

- 1. Change in the structure and role of the family
- 2. Status of women
- The worker in China today

#### D. The Arts

- 1. The effect of the Cultural Revolution on the arts
- 2. Peking-style operas

The Red Lantern

Taking Tiger Mountain by Strategy

Raid on the White Tiger Regiment

On the Docks

3. Ballet

Red Detachment of Women

Vinite-Haired Girl

4. Music

Symphony: Shachiaping

Piano Concerto: Yellow River

Popular Songs: "The East is Red," "Sailing the

Seas Depends on the Helmsman,"
"Making Revolution Depends on Mao

Tse-tung's Thought"

Sculpture: "Rent Collection Courtyard"

#### E. Education

- 1. Philosophy
- 2. Primary and middle schools



- 3. Higher education
- 4. Education in the world of work
- F. Importance of the People's Republic of China in the World Today
  - 1. World Power one of the Big Three
  - 2. Permanent member of the United Nations
  - 3. The only Asian nuclear power
  - 4. Source of raw materials
  - 5. World's largest population greatest potential for consumption and production of goods



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### CONTENT AND SCOPE, LEVEL II

#### GRAMMATICAL STRUCTURES

The following outline of grammar topics for Level II is predicated on the assumption that all topics and skills included in GRAMMATICAL STRUCTURES, LEVEL I, have been covered and tested for mastery. A thoroughgoing and well-planned review of Level I is essential as a foundation for further learning.

### Level II: First Half

- 1. Measures (Classifiers, Numeratives)
  - a. "dwo" ( ) for flowers and pendants
  - b. "ke" (枳) for trees and plants
  - c. "lyang" ( \$\overline{\psi\_0}\$) for vehicles
  - d. "gen" ( 札 ) for grass and bamboo
  - e. "dzwo" ( /主 ) for buildings
  - f. "yikwar" (一t龙元) for dollars

### 2. Verbs

a. Use of co-verbs "li" (南色) and "tsung" ( 從 ) to compare distances

Rben li Junggwo hen jin. 日本館中國很近

Wo tsung Meigwo lai. 我從美國末

- b. Use of the construction "li...ywan" (商库, 遠) to convey distance Wode jya li jer hen ywan. 我的家确定记很速
- c. Use of the co-verbs of motion "tsung...dau" ( 從… 和) construction to compare distance

Wo tsung Junggwo dau Meigwo lai. 我從中國到美國來

d. Use of co-verbs "lai" ( 太 ) and "chyu" ( 去 ) to show motion and direction

Wo dau Meigwo chyu. 我到美國去

Ta tsung Junggwo lai. 他從中國來



- e. Use of the co-verb of conveyance "dzwo" ( 坐 ).
  Ta dzwo chwan lai. 化生化床
- f. Use of "chilai" ( 起來 ) as a postverb.

  Kanchilai, Jungwen hen nan. 看起來, 中之很美能
- g. Use of the optative verbs "yinggai" (庭意) and "yingdang" (應意).
  Women yinggai (yingdang) yunggung. 我們應意(應當)用折
- h. Use of resultative verb compounds to indicate the potential.

  Tingdejyan. 积空得见

  Kandedau. 看得到
- 3. Use of adverb "dou" ( 着 ).
  - a. To express inclusiveness and exclusiveness. Shei dou ai ta. 註都爱他

Shemma ren dou buyau. 什麼人都不安

- b. To intensify exclusiveness
  Wo yidyar dou budung. 我一點記制了件董
- c. Use of "yi" (一 ) as an adverb to mean "as soon as".
  Wo yi hweijya, wo jyou chrfan. 我一口家, 我就吃饭
- 4. Particles and Suffixes
  - a. Use of "je" (着) as a particle or suffix to indicate the progressive.

Sywesheng dzwoje ting. 學生生看聽、

b. Use of "je" (着) as a co-verb to denote attainment of aim.
Wo jau je le. 我找着了



- c. Use of "je" (着) as a main verb [pronounced jau (着)]
  Jau lyang. Jau hwo. 着涼, 着火
- d. Use of "je" (着) after adjectives and adverbs for euphony Hai dwoje ne. 运名有记
- e. Use of "dzai" ( 在 ) as a verb suffix
  Ta ju dzai Nyuywe. 仁住在知行
- f. Use of "dau" (平) ) as a verb suffix

  Gwodu tsung Nanjing ban dau Beijing chyu.
  國 利 從南京 报 到 北京 去
- g. Use of "de" (得) to describe manner
  Ta changde hen hau. 他喝得很好
- h. Particles or suffixes indicating direction

- i. Use of the particle "yi" ( ) to express time or place
  yishang 以上
  yihou 以後
  Yiwai 以 处

Chule chrfan yiwai, wo shemma dou busyihwan. 除了吃饭以外,我什麽都多不喜歡

- 6. Expression of equality by the use of:
  - a. "yiyang" 一样

Wode byau gen nide byau yiyang hau. 我们表配的表一樣好

b. "Yibar" 一般兒

Wode haidz gen nide haidz yibar dwo. 我的孩子 跟你的孩子一般见多

c. "Ye...nemma" 也 小門族
Wo ye you ni nemma dwo chyan.
我也有你那處 多 鴤

### 7. Superlatives

a. To indicate superlative by use of "ding" ( 項 ) and Dzwei" ( 最 ).

Jeige dirang ding hau. 這個 地方頂好

Nage ren dzwei hau. 那個人最好

- b. By designating a group or individual.

  Jeisye ren jung, haishr ta yunggung. 這些人中, 還是他用功。
- 8. Passive Indicators
  - a. Use of "shou" ( 定 ).
    Ta buhwei shou hai. 他不會受害
  - b. Use of "bei" ( 产史 ).
    Wo bei ta pyanle. 我被他馬勒了
  - c. Use of "jyau" ( 보니 ).
    Ta jyau ren dale. 化 보八 人才了 j
  - d. Use of "rang" (意).

    Ta rang wo dzou syan. 他讓我走先
  - e. Use of "gei" ( ).
    Wode byau gei ta dyou le. 我的表名他去了



- 9. To express parallel or simultaneous actions.
  - a. Use of "yilu" (一路).
    Ta yilu dzou, yilu kan shanshwei. 他一路走,一路看山水
  - b. Use of "yibyar" (一是艺).

    Ta yibyar chang, yibyar dzwo. 他一選兒喝,一選兒作。

Level II: Second Half

1. Review of the most common measures (classifiers, numeratives).

a. jang 3te	feng ‡†	11 孝立	tau 套
b. jye 🐒	fu Þ	lyang 卓丽	tyau 條
c. jya 采	sya T	myan 🖟	ding 項
d. jyan $\binom{\eta c}{8}$	ge 値	pai 打	tseng
e. jyan 件	ke 裸	ben 🛧	dzwo
f. jr 才支	ke 頖	bi 😩	dwei 對
g. jr 隻	hwei (2)	pi 🔼	dwun 頓
h. jung 種	gen 才是	pyan )=	wei 12.
i. jyu 🗓	kwai tk	ba te	
j. fen 🎢	gwan (5	shwang 貿	

### 2. Verbs

a. Use of compound verbs composed of verb and "wan" ( 🕏 ).

Dzwowan 优发学

Chrwan 吃完

Kanwan 看完

b. Repetition of a verb (or verb phrase) to indicate concessive construction with the use of "shr" ( 臭 ).

Ta lai shr lai, keshr wo buyaujin. 他 来 是 來 可是 我 不 宴緊

c. Reduplication of stative verbs to show manner.

Hauharde 好好兒的

Man marde 慢慢兒的

d. Use of stative verbs adverbially.

Wo lau ai chr tang. 我老爱吃糖

e. The use of "jeng" ( 正 ) before verbs to indicate the progressive.
Wo jeng nyanshu ne. 表正念書呢
Wo jengdzai nyanshu ne. 我正在念書呢

f. Indicating the subjunctive by use of "keyi" (可是),
"yaushr" (爱是), "kungpa" (恐怕), and "yesyu" (世計)
Wo mingnyan keyi biye. 我明年可以畢業
Mingtyan yesyu syayu. 明天世許下后

- 3. To indicate the passive.
  - a. With the "shr...de" (是 新 ) construction.

    Jeishr ta syede. 這是化寫的
  - b. By transforming Subject-Verb-Object pattern to Object-shr Subject-Verb pattern. (Indefinite Active to Definite Passive.)
    Wo mai shu. 我買書
    Shu shr wo maide. 書是我買到
  - 4. Use of the compound connective to show paralled states or actions.
    - a. By the "you...you..." ( ス ... ス ... ) construction.

      Nage che you kwai you haukan. 
      即個車又收又好看
    - b. By the "ye...ye..." ( 也… せ…) construction.
      Ta ye neng shwo ye neng sye. (也也肯定是也有意意。
- 5. Special conjunctive functions.
  - a. To express "although" or "but" sentences.

    Ta Jaulai jauchyu ye mei jaudau. 他找來找去也沒找到
  - b. The use of the "budan...erchye" ( 不何, 11 ) construction.

    Ta budan you chyan, erchye hen youming. 化不何有疑, 17 且很有名



c. The use of the adverbs "yi" (人) and "jyou" (京社) togethe to show relative connection

Ta yishang che jyou chr dungsyi le. 他一上車京だ汽東面 ?

### 6. Ways of emphasis

- a. By transposing the object before the verb or the subject
  Junggwo syaushwo wo kangwo bushau. 中國小記文表過多少
- b. By the use of a rhetorical question
  Ta bushr dzai jya ma? 个也不是在家吗
- c. By the use of the double negative

  Jer meiyou yige ren buyunggung. 定定沒有一個人不由th
- d. By the use of the numeral "yi" ( \_ )

  Jer yige ren ye meiyou le. 足兒 一個人也 沒有了
- e. By the use of "jyou" ( 京之 )

  Dzwei gaude ren jyou shr ta. 最高的人家发是他
- f. By the use of the construction "lyan...dou(ye)..." (連 都 (也) )

  Ta lyan shu dou meiyou kan. 他連書都沒有看

### 7. Comparisons

a. The use of the structure "gen...yiyang" ( 足, , , 一枝 )

Ta yungde shu gen nide yiyang. 在自身 专民介有了一样。



b. The use of the structure "syang...yiyang" ( 惊…—惊 ).

Jin yan hen leng, syang dungtyan yiyang.

今天很冷,像冬天一棕

- c. The use of the construction "ywe...ywe..." ( 越 n 起 ).
  Ywe da ywe gwei. 赵大武贵
- 8. Use of the construction "yinwei...swoyi..." ( ) 为,... が, い人...) to express cause and effect.

Jintyan yinwei tai leng, swoyi wo buchyu. 今天 因為太冷 所以我 子去

- 9. Use of the construction "bujr...ye..." ( 不只、他…).
  Jintyan bujr syasywe, ye syayu. 今天不只下事, 也下际

Women syan shwohwa dzai lyansyi syedz. 刊 先 記話 再 練習 為字

- 11. Numerals
  - a. Percentages
  - b. Multiple numbers
- 12. Question words
  - a. As indefinites
    Wo you jiben shu. 我有幾本書
  - b. Repetition

Mai shemma jyou mai shemma. 窗什麽於 窗什麽

- 13. Distinctions between similar words
  - a. Between "you" ( I ) and "dzai" ( I).
  - b. Between "jyou" ( 舊 ) and "lau" ( 走 ).

- c. Between "shwang" ( 美 ) and "dwei" ( 對 ).
- d. Between "haishr" (足足) and "buru" (不如).
- e. Between "hwoje" ( 或者 ) and "hwoshr" ( 或是 ).

### TOPICAL VOCABULARY LISTS, LEVEL II

These topical vocabulary lists represent the minimum vocabulary to be learned in Chinese, Level II. They are grouped around specific topics to facilitate conversation and composition. They do not include idiomatic expressions.

### 1. SCHOOL

gungli sywesyau 公立學校lingdau jyauren 领单教员gungkebyau TT部果表 szli sywesyau 私立學技 lingdau daushr 领导单部 tiyuchang yundungchang 運動場 yesywe 夜學 banjuren 事并至 jyauyu 表育 tweisywe 退煙 操場 tsauchang kaichu 網路 youyungchrtsz浴流光进工 youjrywan 约稚園 chujung 初中· sywechi 學期 fushweichrtsz 洋水池子 gaujung 市中 jyachi 作支斯 wenping Z jyauwu juren 教務主任 shujya 暑假

#### 2. CLASSROOM

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shujwodz 書架子	syaukau 小考	biye 畢業
yifugwei 衣利及木匮	jungkau 中考	biyesheng 畢業生
dzjr 宇紙	dakau 大考	biyeli 畢業禮
dzjrloudz 字紙算工	banjang 刊夫	sywesheng kechengbyau 学生 課程表
hwaer 畫兜	bisai にと賽	學生課程表 nyansyachyu念下去
dzdyan 守典	jyangyan 語演	jisyu 繼續
toukau 技考	yanshwo 海镜	

### 3. FAMILY

shufu 叔父
shushu 叔父
bwobwo 伯伯
bwofu 伯父
shenmu 嬸妈
shenshen 嬸婦
gumu 姑妈
gugu 姑妈
bwomu 伯母

jyefu 妈夫
meifu 妹夫
gufu 妹夫
gufu 妹文
sao 妈
jrdz 侄
jrnyu 侄
waidzufu 外祖
lauye 夫爺
waidzumu 外祖母

laulau 姓妹 yimu 妹妹 yi 女妹 yifu 妹女 chyoufu 好子 chyoumu 另外 swundz 子 ernyu

### 4. HEALTH

chenbing 高多振 醫務室 yiwushr 預防 yufang 病人 bingren neikeyisheng 闪科繁生 waikeyisheng 外科醫生 yaufang 菜食 方子 fangdz kaifangdz 開方子 yansywe 馬皮面 如平的正 husyi 傳染 chwanran chwanranbing 停染病 shenjingbing 神红病

麻藥 mayau 相心、 dansyin 開刀 kaidau 胃病 weibing 图上 weikou 底音 ganmau 請假 chingjya 晚啦 kesou 船 tang 着多、 jauji 姬 yung 霍亂 hwolwan 鴻樂 syeyau

lyousying 流行

mafengbing 麻底病
majen 城湾
feirebing 所然病
hwaiyun 懷京
fengshrbing 風源病
tyanhwa 天花
houlungtung 喉隔隔
feibing 所病
Ashrbilin 所法人林
yuganyou 魚門油
dyanjyou 被為
hungsesu 未免素
syaudu 消毒

### 5. OCCUPATION

chudz 對子
dashrfu 大即停
feisyingjya 能行家
hwajya 畫家
hwasywejya 化學家
jausyangjya 照相家

judzwojya 著作家 kesywejya 科學家 lifajyang 理製匠 mujyang 本匠 shenfu 神父 syejyang 華匠 syinwenjije 新聞記者 tsaifeng 裁縫 waijyaujya 女交家 yinywejya 音樂家 yishujya 藝術家

# 6. PARTS OF THE BODY

bei 背
bwodz 序子
damujr 大扫子
dzwei b常
dzweibadz b常巴子
dzweichwun b常邑
yau 月宴

gebei 略傳
gebeijou 略傳
houlung b條稿
hudz 騎子
meimau 眉毛
pifu 皮膚
yanlei 眼淚

shetou 古夏 shoujr 手指 shouwandz 手序充于 syungkou 阳白口 tudz 月土子

### 7. CLOTHING

byanfu 使服 fanbusye 内布车 fushweiyi 浮水花 hanshan 汗衫 jaisyalai 持 jrfu 制限 lifu 禮服

neiyi 內花
tsaumau 草情
twosye 拖棒
shovjin 手中
syidzauyi 茫淚衣
sywedz 草化子
wadz 洋

weibwoer 国時兒
weijin 国中
weichyun 国花
yumau 雨筒
yuyi 雨衣

## 8. BUSINESS

pyaudz 案子 打價 yinhang 展門行 dajya 支票 Meijin 美全 支出 jrchu jrpyau banbudau 予月子 ろうい Meichau 美全人 tswun tswunkwan 存款 能工 banshr 列字 bagung gwanli 管理 syanchyan 现实 shangban  $\pm 7$ 下刊五 利息, syaban kwaiji lisyi lyusying jrpyau 交行支票 dzben 资本 hangshr chyandz 奏字 高記 gungsz 公司 shuji chyanming 養人 bausyan 保險 見新 jwan 匯 gungshrfang 公事序 hwei hweipyau 運業 shanglyang 点量

### 9. WEATHER

chihou 氣候 大風 dafeng baudz 打閃 地震 打雷 dijen dashan dalei shandyen 以序 日夏 wu rtou syingsying 星星 shwang

### 10. SOCIAL RELATIONS

weilingjyau 未领表 hweitoujyan 招待 四頭見 jaudai fushang dzai nar 庙上在刊2包yingchou (建原叫 图候 wenhou shaujyan / j ywanji dzai nar 原籍在形化chingbyan 言高便 jyouwei 久違 wakuren 书包苦人 shrying 彼此 b1tsz swanleba 節750 busung



### 11. FOOD

不聊 工 耕地 yedz tau 梨工 梨 lijr 1i 梨子 hwasheng 花生 lidz syangjyau 杏莲 tyangwo 活付加 柳柏也 蘋果 pinggwo yingtau 衛衛 果 putau manggwo

yudz 机子
ningmeng 木等核
migan 塞村
baitsai 旬来
yumi. 玉米

### 12. THE CITY

renliche 人力車
sanlunche 三輪車
dweihweidyan 對匯底
mache 軍車
yangche 洋車
yunshuche 貨幣車
hwochwan
jyauwai 郊外。
Bali 巴黎
Bwolin 楠林

Hwashengdwun 草蓝镇 羅馬 Lwoma Lwundwun 小信家 南纹。 jyauer 比比 peng 半出 chushr kwaiwaner 特婆? 公路 gunglu 上海 Shanghai 英斯科 Moszke

syinshang 伙高
fangbyan 方便
renau 热陽
tingche 停車場
tingchechang 停車場
kaiche 閉車
jinggwo 於亞島
dzang 常
ganjing 南等
gunjing 阿尔

### 13. BUILDINGS AND MATERIALS

jujai 住宅
syishr 伊式
jungshr 中式
chyang 为密
bwoli 玻璃

penshweichr 应意水池
mwosying 序型
gaibyan 改变
gungcheng 工程
jingji 於空湾

tsailyau 本本本 gang 每同 jyanju 连菜 jyeshr 结實 tabulyau 七码不了

### 14. HOUSEHOLD OBJECTS

chweidz & 3 存革 chyu 在了了 dingdz dingshang 集了上

地題 di n dyanling 顺套

剪子 jyandz

jyaushwei 月形水

loudz 褒子

saujou 据幕

shengdz 永远子

tsangying paidz 差货通销 tyeshang 1221 Iwoszganchwei 年男结短针you 油

youshwadz 31 161 }

tidz 才并了

### 15. AMUSEMENTS

shywanshu 奉統 dalye 打水線 dzuchyou 足球 lanchyou that lyoubing 海头

mingsying 刷具 pangchyou 捧玩 tingsyi 事意度 syidandz 度學了 wutsaipyandz 五号月子

paichyou 排抹 pingpangchyou 乒乓士 saimachang 高馬七彩 wangchyou 消色社 棉纸 yauchwan

# 16. ANIMALS, FISH, BIRDS, AND INSECTS

ying (夏 shayu 溢魚 jingyu 海岸海、 mayi 临内虫类 changehung 長虫 she kt

gwei हिं houer 颁罗 Iwotwo 腾扇 machywe 麻雀 <del>以下虫类</del> hama t anji 田海

hudyer 中胡蝶兒 youjadouer 的炸豆兒 chyuchyu 快的失敗 chouchung 是宝 huli が外型 shrdz 虱了

## 17. TOPOGRAPHICAL FEATURES AND NAMES

shamwo 沙漠 美洲 Meijou 重洲 dichyou the Fati Yajou 菲洲 dau Feijcu 澳洲 विभंड hu Aujou 欧洲 酒岸 haian Oujou

山顏 shanling 5H4 jou bandau heywan 黄河 Hwanghe

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	DEST CUPY AT	DEST COLT WAVITABLE			
pingywan 平原、	shanbwo 山坟	Changjyang Fil			
18. GOVERNMENT AND POLITICS					
gungmin 公民	minjudang 民主堂	shrjang 市長			
jengfu 灰水谷	gunghedang 共和堂	shrjengfu 市历久济			
minjujuyi 民主主義	geming 芋蒜	joujang H) E			
gungchanjuyi 艾產子義	gwohwei 🖟	jusyi 主席			
digwojuyi 序國主義	hwangdi 皇岸	jungyangjengfu 中央历文市			
dangpai 黨派	dzungtung 有思想是	1 - 5 - 11 - 1			
gwomindang 域保	falyu 35				
19. MILITARY					
lujyun 13李军	janjeng 平等	diren 的女人			
haijyun 证事	gungji 攻擊	chyansyan 内方定			
kungjyun 空軍	fangung 女女	dasz IJEC			
jyangjyun 汽车	sywanjan 南华	chyang 大名			
jyeji 『简符人	dashengle 才下月秀了	ja þ			
bing 5-	dabaile 计图文了	jadan k 3 3			
jyundwei 軍隊	shengli り券赤)	1			
dajang TIL	shrbai 失败				
20. RELIGIONS					
dzungjyau 宗教	Hweihweijyau (3)の考复	Shangdi 上字			
Yesujyau 可為表表	Daujyau 道表之	chidau 芥涛			
Jidujyan 基督表生	Youtaijyau 为衡太秀之	miau (中)			
Kungjyau 子上孝文	Shengjing 聖永亞	mushr 女子			
Fwojyau 节考之	Tyantang 天堂	shenfu 才大			

Tyanjujyau 天主考处 diyu t地 就是

### 21. TRAVEL

chwanju 小片主 dakaisyingli 打關行本 pensyeji 時外核 dashwei 打稅 haigwan ( )

haijyang 泊荡 haikou it 12

hujau 35 195 shweishou 以. = soucha 搜查 syinglibyau 行李彩 行李贵 syinglifei

syingligwolyang 行李過量 toulou 情形像 yunche Et yunchwan 事刊为

### 22. SCHOOL SUBJECTS

打定 dadz daishu 代数 dijrsywe 地質學 化學 hwasywe 幾何 jihe

sanjyausywe 三角學 shenweisywe 社會學 雄記法、 sujifa 草鄉 swanpan 单维 swanshu

tyanwensywe 天文学 weijifensywe 视场预分段 wensywe wulisywe 物理學

## 23. PERSONAL ACCESSORIES

设课 syidzau shoujin 頭髮. toufa 417 shwadz 酸了 jingdz syangshwei 春火 syangfen 香粉

刀净 daupyan 颈水 toushwei 頭油 touyou yidz yusan yagau 开船 yafen

jyejr 👬 🗓 gwalyan II h bausyandau 保險力 syitoushwei 美克克人 weichyun 国記 shoudyantung 手便協 shouyinji 收高楼

### IDIOMATIC EXPRESSIONS

Level II: First Half

- 1. Dzemma? 无病
- 2. Dzemma yang? 左、麻枝。?
- 3. Yikwar t 定元
- 4. Hwei tou jyan 心夏夏夏
- 5. Canbushang 超了上
- 6. Jungtou 樟草菊
- 7. Bugwo Juli
- 8. Meiyou fadz 沒有法子
- 9. Chushr 出事
- 10. You kung meiyou? 有空沒有?
- 11. Kungpaule yitsz 全臣已了一次
- 12. Tingshwo 便說
- 13. Shwobuding 意艺子注
- 14. Gwo rdz 國司子
- 15. Lau 走
- 16. Dzemmedelyau ne? 足病的了呢?
- 17. Syausyin
- 18. Yityan dauwan 一天到的色
- 19. Buyaujin 不安定
- 20. Kaisyin デザル
- 21. Syingle 行了
- 22. Chengle  $\sqrt[3]{3}$
- 23. Haugwo 女子识
- 24. Bugwan 不管

25. Yisya - 1.

26. Yihwei -- (2)

27. Daswan 31 15

28. Yesyu 世章子

29. Da jyau nide hen 计扩键分介的领

30. Dajya 大家

31. Swanleba To Jue

32. Banbudau 荆序子与1

33. Banbulyau 养养了

35. Nau yijyan 隔意见

36. Ching ni ansyin 请你妄心

37. Buyau gwanyan ~安村· 念、

38. Lau renjya 老人家

39. Yilu pingan — 居安安 40. Narde hwa

40. Narde hwa

可定为了言表

42. Jye gwang 情光

43. Gungsyi 茶喜

44. Wanshr ruyi 满事如意.

### Level II: Second Half

		e e	- b L	7171 /-
1.	Meiyou	gwansyi	"没有!	稍汤、

10. Meiyou weikou

從來

ll. Tsunglai

12. Kesyaudehen!

可笑得很

13. Na tai syauhwale

那太笑話了

14. Wo you bing

我有病

15. Binghaule

辆好]

16 Buhauyisz

不好意思

17. Na dzemma hauyisz

那怎麽好意思

18. Daumei

倒梅

19. Maubing

添一點兒

20. Tyanyidyer

傷風

21. Shangfeng

怎麽辨呢

22. Dzemma ban ne23. Ta hen jengjing

他能正經

24. Butswo

ろ ᡩ

25. Bainyan

拜年

26. You, visz 有意见,

27. Wan leng deng 飞 高色火造

28. Hau dzai... 好在 ...

29. Bifang ヒレカ

30. Wansyau 电元英

31. Dzwoyou 左右

32. Tingtyan youming 衰天的命

CLASSROOM EXPRESSIONS, LEVEL II

1. You shemma wenti? 有什麽問題?

2. Haiyou wenti ma? 促有問題嗎?

3. Ni tingdejvan ma? 你聽得見嗎?

4. Ching ni sye dzai heibanshang. 請作寫在黑拔上

5. Ching ni hweida wode wenti. 請作同答我的問題

6. Ching ni tsa heiban. 請价榜黑权

7. Syandzai ting luyinji ba. 现在想象转音线地

8. Ching kan touyidwan. 言青看 夏 中段

9. Ching kan dzweihouyidwan. 言青看男孩一起

10. Buyau dajyau ta. 不安打 他

11. Syandzai nimen tingsye. 现在你們聽寫

12. Wo nyan yijyu, ni jyou yung Jungwen (Yingwen) sye yijyu. 我念一句,你就用中文 (美文) 篇一句.



- 13. Dale shangke jungyihou, bye shwohwa. 打了上課單以後, 別說記
- 14. Ching nyan syachyu. 言青念下去。
- 15. Ching ba Jungwen fanyi Yingwen. 言青把中文緒言军英之。
- 16. Women syandzai dzwo fayin lyansyi. 我們現在做殘音練習
- 17. Ching kaishr nyan. 請開女台倉。
- 18. Ching ba gangbi fang syalai. 意中的单处下来
- 19. Jeijyuhwa shr shemma yisz? 這句記是什麽意思、
- 20. Ching jyu yige li. 商學一個何
- 21. Ching jushou buyau sweibyan hweida. 請學手 不要隨便回答.
- 22. Ching ba men gwinshang. 這青七四四月日上
- 23. Ching ba chwanghu kaikai. 营村地南产阳阳.
- 24. Ching ba nimen dzwoweide dzwoyou shoushr yidyar. 高 把 价作 生 位的 五右 收拾 一點包
- 25. Ching nimen juyi. 請你們注意、
- 26. Women mingtyan kaushr. 我們刚天考試

#### PROVERBS, LEVEL II

- 2. Yi mau bu ba. 一毛子按
- 3. Yi bu dzwo, er bu syou. 子悦、ニテ休
- 4. Yi mu lyau ran. 同了默



5. Yi shr dzu cheng chyan gu hen. 一失足成千古恨

6. Yi jr ban jye. 一欠中角

7. Yi jyan shwang dyau. 一箭雙崎

8. Yi lwo chyan jang. 一落千丈

9. Ren shan ren hai. 人叫人语

10. Ren myan shou syin. 人面畏人、

11. San sz er sying. 三足而行

12. Syau ti da dzwo. 小鬼大似

13. Kou shr syin fei. 12 足心事

14. Kou mi fu jyan. 口產的复数

15. Tyan sya wei gung. 天下为公

16. Mu yi cheng jou. 木己成為

17. Nyou tou bu dwei ma dzwei. 牛頭不对馬哈

18. Ban tu er fei. 半途而痿

19. Sz hai yi jya. 四海-家

20. Sz hai jr nei jye syingdi ye. 四治之的 肯兄条也

21. Han ma gung lau. 汗质竹勞

22. You jr jing cheng. 有志意成

23. Tung jou gung ji. 同种失演

24. Tung ping syang lyan. 同病相性

25. Dzwo jing gwan tyan. 坐件開天



# ALPHABETICAL CHECKLIST, LEVEL II VOCABULARY

As stated at the beginning of the alphabetical vocabulary list for Level I, this list represents the minimum vocabulary to be learned in Chinese, Level II.

This alphabetical vocabulary provides a checklist for the teacher in selecting words for mastery from the textbooks used by the class, and in selecting words for uniform or city-wide examinations.

ط	ar s	را لا سرند
an A	cheng 成	dabai 打发
anjing 安青节	chengshr A	dabyan 大便
bang 👯	chengyu 及意義	dagai 大概
banli 茅车理	chenshan 存身人	dai 岸、戴
bangju Thh	chinchi 幕見版	dajen FJ A
banye 半夜	chingnyan 青井	dajya 大家
bau 乾	chingsying 特护	dajya FJ 🛠
baugau 程岩	chiyou 汽油	dalitang 大禮堂
bi bt	chr vZ	dalu 大隆
bifang レヒガ	chu it,	dandz 学子
bijyau 比較	chuchan 出度	dapai FJH4
bingchye 并且	chukou L 12	Dasyiyang 大野洋
bisyu 从绳	chuleyiwai 出了走外	dauchu 到處
biye 事業	chwang 岩木	dauli 道理
bu K	chwuntyan 表天	deng X
turu J. Mi	chyan	di UK
busye ろ割	chyang 光色	dili 地理
bwoli 政境	chyoutyan 秋大	ditu 北色圖
byanjye	chyu 曲	dung 🏌
— · · · · · · · · · · · · · · · · · · ·	chyung \$3	ditan 地種。 diwei 地位
che jan 7 1/2		diwei 地位江

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dyanbau 是根据 dyanti 是根据 dyanying 是妹 dzaufang 操病 dzei 成 左 位zwoyou dzu 租 dzuchyou 是玩方 dzufangdz 租 dzufangdz 租 dzusyan 祖 dzusyan 祖 dzusyan 祖 dzusyan 祖 dzung 是 位zwo 生 成

erchye 而且 erdwo 早朱

faming 幾明 fandwei 良對 fandwan 放底 fandyan 放底 fangfa 方法 fangfya 放底 fangsyang 方向 fanting 底灰龍。 fasheng 幾生 fasyan 發現 fasyau 發稿 fei 費 feichyan 費 feiji 梳模 feijichang 旋稿 feishrhou 費 fenbye 分別 feng 討 fengsu 風俗 fenkai 分開 fu 分別 fu 分別 fushang 行上

ganjing 克涛 gausying 克架 gechu 各處 gegwo 名國 geren 個人 gu 艾杰 gung 杰 gung 共,工践 gungchyan 工践 gungfu 工夫

gunggungchiche 公共汽车 gunglu 43% gungmin a fi gungren IL gungye 工業 gungywan 行人 故事 gushr gwall gwang gwanggau 席上 gwansyi gweiding 机汽 gwojya 國家 gwomin BR

hai jyun 海军
hai kou 海区
hangkung 航空
hau 为版
hauchu 为版
hebi 可从
heshr 合道
houlung 特龍
hudz 新子
huran 忍然

husyi If us hwai th hwaichu 境层 hwang 节 hwanying 常知证 hweida 四篇 hwo it

jausyang 17, th jen jengfu TX/T ji 海 福 ji Ž? jihwa 計劃 jihwei 🎋 🕏 jin jingcha 協築 jingchajyu 警察人 jinggau 學士 jingji 篇表落 jingli Ka Ju jinji 緊急、 jiran BASK! jrdu 出度 jrhau 5,43 jrye 搬業

加主作

jung 極 jung 基葉 jungtou AT VA jungwu +7 jungyau 🛊 🕏 juren 主人 juyi 注意 jyajyu 依俱 jyandan ij jyanghwa 計畫記 jyanglai 将来 jyangshu 講書 jyansheng 派省 jyating 家庭 jyau 较、的、能引 jyautang 技學 jyautung 交通 jyauyu 表文言 jye 結接 jye 徒广、角军 jyefang 的异方文 jyegwo 点表果 jyehwan 点去。故意 jyeshau 1147 jyeshr ....

jyoushr Ext

jyushwo 振锐 jyweding Whith

kaifangdz 開方子 kaihwei kaisywe kanhu 清韻 kelyan T kesou 吃水水 kesyi Th keting 名廳 kesywe 科學 kou ku kung 空 kwaiji 81+ kwaile 47 40%

la 拉 laihweipyau 来向黑 lan 176 lanchyou ( Fit) lei leng / 11 カ、立、離 lifa 理整、

jyushou 學子

lihai 利害 lihwun 离底以后 like 立刻 lingswei 家存 lingwai 54 lishr At liwai 例外 1ou 样 louti 楼梯 lu 🖔 lujyun | 3 🕏 🎏 lyan j lyangkwai 流失 Ivanhegwo 那合國 lyansyi 海常 lyou w lyousywe in the lyugwan 大信言 lyuke 永答 lyusying 流行

ma 馬 mai 奏 malu 馬挽 man 湍

nanshou 難受
nau 開
neike yisheng 內科整生
neiyi 內花
nungye 農業
nwan B裝
nyanching 耳睛
nyau 鳥

pai 永 paichyou 排 pibau 皮包 pifu 皮膚 pwo 娑、破

rang 能 redu 表度 renau 热筋 renkou 人口 renmin 人凡 rou 肉 ru 入仇

shangfeng 信息
shanglou 上楼
shanglyang 店意
shehweisywe 社會學
shen 浴
sheng 省
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# CHARACTER LEARNING, LEVEL II

- 1. Recognition of 500 (900) morphemes and 600 vocabulary items
- 2. Mastery of 350 (550) characters

# CULTURE TOPICS, LEVEL II

Although the topics which follow are listed as part of the Level II course of study, there is no distinct dividing line between the material to be covered in the first and second levels. Cultural material should be dealt with, as far as possible, spontaneously and with student involvement. Current events, holidays, anniversaties, and allusions in textbooks should be used for the spontaneous presentation of new material. For greater impact, maximum use of films, filmstrips, and pictorial illustrations are suggested. Greater pupil involvement can be achieved through student committees, reports, projects, publications, correspondence, and trips.

# A. Chinese Writing

- 1. Evolution
  - 2. Styles of script and variant forms
  - 3. Components of characters
  - 4. Use of a Chinese dictionary and its relation to character components

# B. Social Classes in China (Traditional)

- 1. Gentry
- 2. Peasantry
- 3. Social Scale
  - a. Scholars
  - b. Farmers
  - c. Artisans
  - d. Merchants
  - e. Soldiers
  - f. Actors
- 4. Mobility between classes Chinese civil service examinations

# C. Chinese Ideology

- 1. Confucianism
- 2. Taoism



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- 3. Legalism
- 4. Buddhism

#### D. Chinese Art

- 1. Painting and Calligraphy
  - a. Ku K'ai-chih
  - b. Wu tao-tra
  - c. Wang wei
  - d. Mi fei
  - e. Kuo hsi
- 2. Sculpture
  - a. Tun huang caves, Kansu
  - b. Ta t'ung, Shansi

#### E. Literature

- 1. Poetry
  - a. Li Po
  - b. Tu Fu,
  - c. Po Chu-i
  - d. Su shih
- 2. Important novels
  - a. Romance of the Three Kingdoms (San Kuo Chih Yen I)
  - b. Record of a <u>Journey to the West</u> also known as <u>Monkey</u> (Hsi Yu Chi)
  - c. All Men Are Brothers
  - d. Dream of the Red Chamber

# F. Historical Writing

- 1. Liu Chih-chi -- Shih t'ung
- 2. Ssu ma-kuang -- Tzu chih t'ung chien
- 3. Chu hsi -- T'ung chien kang mu

# G. Education

- 1. Traditional
- 2. Prior to 1949
- 3. Under People's Republic of China



#### TEXTBOOKS

# SOME CRITERIA FOR SELECTION

An important function of teachers and supervisors is to evaluate textbooks and teaching materials in order to select the best. Evaluation is a complex and time consuming process. In view of this, some criteria to guide those concerned with the selection of textbooks are listed below: \*

## General Criteria

- 1. PRACTICALITY. The textbook or integrated program should not be overloaded with an unwieldy array of auxiliary aids and equipment.
- 2. ADAPTABILITY. Teachers should be able, when necessary, to depart from the sequence of topics in the textbook, to adapt or to add exercises and, in general, to make selective use of its contents to conform with local objectives, pupil ability, and curriculum requirements.
- 3. CONTINUITY AND PROGRESSION. In a textbook series, there should be continuity of subject matter and progression in difficulty from one volume to the next.
- 4. GRADE SUITABILITY. The textbook should be keyed to the interests and learning capacities of the pupils who are to learn from it, e.g., the Level I textbook which claims to be suitable for both secondary and college students should be regarded with caution.

# Checklist of Positive Criteria

In addition to the general criteria, a more complete checklist of criteria should serve as a summary and as detailed reference for different types of textbooks. No single textbook is expected to meet all the criteria. The additional details given in this checklist will permit more refined distinctions to be made in the event that several textbooks, all of which meet the basic criteria, are being considered for adoption.

- 1. Textual matter in Chinese should be of intrinsic interest to students in the grades in which the textbook is used.
  - 2. The Chinese used in the book should be authentic.
  - 3. Dialogue situations should be natural, functional, and suited to the age-level and maturity of the students.
  - 4. Textbooks at all levels, including the basic textbook, should incorporate cultural content from the very beginning.

<sup>\*</sup> The Selective List of Materials (SLOM), published by the Modern Language Association (N.Y. 1962) under contract with the U.S. Office of Education, includes a section entitled, "Criteria for the Evaluation of Materials," from which are drawn some of the suggestions given in this discussion.



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- 5. The first level textbook should allow for a flexible prereading phase of instruction that can be adjusted to the grade and the maturity of the pupils.
- 6. The subject matter to be learned should be organized to fit into the schedule of average class periods and school terms.
- 7. The textbook should be designed for classes of average size.
- 8. The textbook should develop the four language skills in the recommended sequence of listening, speaking, reading, and writing.
- 9. Auditory comprehension and oral production should be given major emphasis in the first level textbook.
- 10. Grammatical structures should be presented inductively, i.e., explanations and generalizations of structure should come after students have learned a sufficient number of examples to make their own generalizations under teacher guidance.
- 11. Structures, vocabulary, and idioms in the first level textbook should be of high frequency in the spoken language.
- 12. Pattern drills should be varied and should include substitutions and transformations in addition to repetitions.
- 13. Drills should be organized on the minimum increment principle, i.e., with a single emphasis on a new construction or vocabulary item before two or more items are drilled in one exercise.
- 14. Dialogues should include statements and rejoinders as well as questions and answers.
- 15. Structures and vocabulary should be reintroduced periodically and there should be review lessons at regular intervals to insure retention and fluency.
- 16. Translation exercises from English into Chinese should not be overloaded with lexical and syntactical problems. Instead of straight translation exercises, guided composition or situational recall exercises, in which cues are provided in meaningful sentence sequences, either in English or in Chinese, are recommended.

## Negative Criteria

Objectionable features of textbooks and integrated programs are listed as a caution to inexperienced evaluators. The occurrence of one or two objectionable features in a textbook need not automatically result in its rejection. However, the frequent occurrence of several such features may be considered sufficient grounds for questioning the suitability of the textbook.



- 1. The method of instruction is so rigidly prescribed as to inhibit teacher initiative and creativity.
- 2. The space taken by printed directions on how to use the book exceeds the space allotted to subject matter.
- 3. The book contains an over-elaborate scheme of eccentric typo-graphical devices, confusing color codes, and complex diagrams.
- 4. Only one or two types of exercises occur with monotonous regularity throughout the book.
- 5. The book contains non-functional exercises, i.e., those not conducive to the development of communication skills. Some examples of non-functional exercises are:
  - a. GRAMMAR CATECHISM. Questions in English about grammar or grammatical terminology rather than drill in Chinese.
  - b. MULTIPLE STAGE. Requiring two or more operations, each of which depends on the correctness of the preceding one.
  - c. VERBAL CONTORTIONS. Requiring abstract dexterity in manipulating forms and structures in a manner never used in normal speech or writing.
  - d. ERROR EXPOSURE. Requiring students to correct the errors in exercise sentences, thus exposing them to incorrect forms and structures.
  - e. SCRAMBLED ENGLISH. English sentences to be translated into Chinese, are artificially constructed to elucidate the structure of Chinese sentences, resulting in unnatural English.
  - f. ISOLATED SENTENCES. This type of non-functional exercise consists of translation or so-called "composition" passages without continuity of meaning but merely designed to exemplify the grammar topics of the lesson.
  - g. MULTIPLE INCREMENT. This type of non-functional exercise comprises sentences to be translated from English into Chinese, each sentence consisting almost entirely of lexical, structural or idiomatic difficulties.



### AUDIO-VISUAL RESOURCES

#### Classification

In the widest sense of the word, all teaching materials outside of the textbook are considered audio-visual aids. Today, a vast amount of visual materials and electronic equipment is available. These may be grouped as follows:

#### 1. Visual

- A. Flat materials: pictures, flash cards, maps, charts, card-board figure.
- B. Three-dimensional objects: puppets, dolls, models, coins, dioramas
- C. Projected materials: slides, transparencies, filmstrips, films, pictures, kinescopes, videotapes

# II. Audial (including electronic equipment)

- A. Phonographs and discs
- B. Tape recorders and tapes
- C. Radios
- D. Language Laboratories (fixed or mobile)

### III. Audial and Visual

- A. Sound film projectors
- B. Television receivers

# General Considerations

Visual and audial aids in the classroom are used to simulate actual experiences involving foreign languages.

Pictures are simpler to use than audial materials since they do not depend on any mechanical device. Like charts, models, and drawings, they are displayed, discussed, or used as a basis for drill and conversation. Although all the senses are involved in the learning process, the visual impression is probably more lasting. However, since communication is usually via sound, the lasting impression is not due solely to the visual nor the audial, but to the combination of both.



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Visual Aids

#### Classroom Decoration

The classroom is to be transformed into a "cultural isle." This is achieved by the almost exclusive use of Chinese and by the simulated Chinese environment supplied by classroom decorations.

Classroom decorations which should be bright, cheerful, and attractive, must also have pedagogic value. In choosing display material, the teacher should ask himself the following questions:

- 1. Is it esthetically pleasing?
- 2. Is it in good taste?
- 3. Is it timely?
- 4. Is it pedagogically useful?

The kinds of materials that may be put on display in the classroom fall into various categories. They may be large or small items; they may be permanent or temporary; they may consist of pictorial or lettered material; they may be purchased or homemade. Items contributed by students and examples of students' written work and projects are especially valuable in that they arouse interest, present high standards of achievement and promote pupil activity.

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The larger displays include pictures and posters. A map of China is a sine qua non. Other materials are Chinese artifacts, flags, mottoes, proverbs, and charts. Students' work that is suitable for display include maps, models, scrapbooks, stamp and coin collections, costume drawings, menus, itineraries, and compositions or poems. Neat labels in Chinese identify the displays and expose the class to new vocabulary and sentences.

Although the displays may be situated at various places in the room, current material should be concentrated on the bulletin board of which there should be one or two in every Chinese classroom. If carefully planned and managed, the bulletin board becomes an effective device for motivating, teaching, and sustaining interest.

Among the other indispensable aids for certain types of lessons are the clock dial with movable hands, pronunciation charts, calendars, conversation pictures, and illustrated vocabulary, and structural drill charts.

## The Chalkboard

The simplest, most immediate and most common visual aid is the chalk-board. Its advantages are:

1. It is always available.



- 2. It does not get out of order.
- 3. It is visible to the entire class.
- 4. New material can be presented immediately.
- 5. Written matter can be erased.
- 6. Both teacher and pupils can use the board.

To use the chalkboard most effectively:

- 1. Avoid overcrowding.
- 2. Maintain standards of clear, neat, and orderly writing.
- 3. Establish a definite daily routine.
- 4. See colored chalk to stress particular words or items.
- 5. Give preference to the front board, reserving the side board for assignments and the rear board for dictation.
- 6. Correct all errors.
- 7. Erase undated and previous work.
- 8. Identify all work with a suitable heading.
- 9. Check on legibility and visibility (illumination).

# Flat Materials

As they progress, pupils may also prepare their own 2 x 2 character flashcards with Chinese characters on one side and English equivalents on the other. A very useful device is the postercard, a sheet of oaktag or cardboard, about 18 x 6 inches, on which appears a character, a sentence, or a simple outline drawing. The character should be large, neat and clear so that it can be seen from the rear of the room. Printed characters are preferred. Postercards are especially useful for drilling or reviewing vocabulary, as well as for demonstrating various uses of Chinese words. For examples:

- 1. Verbs (reduplication, auxiliary verbs, co-verbs)
- 2. Adjectives (adverbial use, antonyms, synonyms, as verbs)
- 3. Nouns
- 4. Prepositions
- 5. Adverbs (Comparison)



- 6. Measures
- 7. Easily confused characters
- 8. Simplified or variant forms

#### Still Pictures

Pictures can be used very effectively for teaching the Chinese language as well as Chinese culture. Every foreign language department should maintain a file of suitable pictures. For their most effective use, attention must be paid to:

- 1. PREPARATION. Pupils should be told, preferably in Chinese, what to observe and what to remember.
- 2. PRESENTATION. The teacher should point out the important details, emphasize salient points, and elicit reactions.
- 3. APPLICATION. The information obtained from the picture should be applied. If the picture is used for linguistic aims, the new words and phrases should be used in original sentences, in dictation, and in short compositions. If it is a lesson in culture, a summary of the information from the pictures may be written on the board and copied into notebooks, and further reading and research may be assigned.

# The Opaque Projector

One of the most effective ways of using a picture is to project it by using the opaque projector in a darkened room. This machine will project onto a wall or screen anything printed, painted, or drawn. It can also be used to project flat objects such as stamps, coins, and medals, as well as pictures and photographs.

# The Overhead Projector

This device is specifically designed to project large transparencies. It can be used in any classroom, double unit, or auditorium. The teacher may write on the acetate sheet using a grease pencil (china marking pencil) or she may use prepared transparencies. The overhead projector may be used to teach stroke order of the character and to train students in the use of the Chinese writing brush when practicing calligraphy in class. The teacher may write directly with the Chinese calligraphy brush or a write-on film and the pupils are able to observe directly all the proper movements. A lightboard may also be used on the overhead projector when a teacher wishes to write and erase information during class instruction. The advantages of the overhead projector are:

- 1. It is simple to operate.
- 2. The teacher faces the class.
- 3. The attention of the whole class is directed to one area.



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- 4. Material can be prepared in advance, developed as the lesson progresses, then erased, or saved for future use.
- 5. The room need not be darkened.
- 6. Many transparencies can be prepared quickly and inexpensively.
- 7. Various styles of Chinese calligraphy can be projected for comparison.

# Some Uses of the Overhead Projector Are:

- 1. To project a simple scene and add new elements to it. (The class is asked to talk c. write about the scene.)
- 2. To project a transparency of students' written work for class comment, discussion, and correction.
- 3. To project a graphic illustration to be followed by questions and answers and terminating with an oral composition.
- 4. To project a series of pictures to serve as a basis for oral or written narration.
- 5. To project materials for remedial work or reinforcement of previous learnings.

#### Slides

Slides are especially suitable for the teaching of culture. An effective and interesting procedure is to assign one or more students to prepare notes in Chinese for each slide. After these have been corrected, the students read their notes as an oral commentary to each slide as it is shown. Furthermore, slides may be accompanied by a recorded commentary. Some uses of the slide projector are:

- 1. To project a travelogue or an art sequence
- 2. To project slides to illustrate a recorded lecture

### The Filmstrip

The filmstrip consists of a series of illustrations printed on 35mm film in black and white or color. The filmstrip may be accompanied by sound. A great variety of excellent filmstrips are now on the market, ranging from simple travelogues to complete courses in Chinese. To secure optimum use of the filmstrip, the following is suggested:

- 1. The teacher should preview the filmstrip.
- 2. The presentation should be motivated.
- 3. Spontaneous reaction and response should be encouraged beyond the limits of the given captions.



- 4. Guiding questions should be prepared in advance.
- 5. Oral and written activities should follow the showing.

In using films or filmstrips with accompanying tape or record to improve oral production and auditory comprehension, the following procedure is suggested:

- 1. Developing listening and speaking readiness
  - a. Motivation
  - b. Removal of difficulties
  - c. Oral practice with new vocabulary and structures
- 2. Advance study of the script
  - a. Silent reading of script
  - b. Comprehension check
  - c. Silent reading of script accompanied by sound track only
- 3. Presentation of the film
  - a. First showing of film
  - b. Oral testing of comprehension
  - c. Second showing and further discussion, if time permits
- 4. Culminating activities
  - a. Elimination of the sound track; student summaries of the story of the film
  - b. Improvised dramatization of a brief scene from the film

### The Tachistoscopic Projector

Tachistoscopic teaching uses a still projector equipped with a time attachment to flash words, phrases, pictures, forms or numbers. It is excellent for use in training the eye and memory for speed in recognition and comprehension of Chinese ideographs. Pupils learn to recognize and read characters more readily. Some uses of the tachistoscopic device are:

- 1. Provides the teacher with another ideograph testing technique.
- 2. Aids in remedial reading.
- 3. Improves the pupil's ability to recognize widely used characters and their combinations.



- 4. Rate of timing and procedures can be fitted to individual needs.
- 5. Provides constant motivation and increases attention span.

# The Sound Motion Picture

The motion picture is one of the most effective of the mass media for entertainment and education, for discussion, and for instruction. Educationally, the advantages of a sound motion picture are:

- With its rapid change and movement and its double impact of sight and sound, it holds the pupil's attention.
- 2. Motion, sound, and color heighten reality.
- 3. The foreign scene and the historic event are vividly portrayed.

To secure optimum effectiveness in using motion pictures for foreign foreign language instruction, the following should be observed.

- 1. The film must be chosen for its appropriateness in a given situation. The teacher should be acquainted with the available films so that he can make the best choice.
- 2. The best physical conditions should prevail for the showing.
- 3. The projector should be handled by a skilled operator.
- 4. The teacher should prepare the class by
  - a. motivating the topic of the film
  - b. pointing out what is to be looked for
  - c. preparing questions to be answered by students
  - d. planning follow-up activities and application

## Television

Television, an extension and special adaptation of the motion picture, can be used effectively to supplement the foreign language program. Commercial television stations and WNDT Channel 13 sometimes present foreign language programs appropriate for their linguistic or cultural content.

The Board of Education's television channel, WNYE-TV Channel 25, offers programs to supplement foreign language instruction. Manuals, including schedules and teacher-guide materials, will be available in connection with specific programs.



As with all audio-visual aids, the value of the television presentation is in proportion to the advance preparation and followup.

# Audial Materials and Techniques

Until recently, the hearing phase of language learning was not always adequately emphasized. The pupil was not always systematically exposed to the foreign tongue even in the classroom. Furthermore, hearing a language spoken every day does not in itself lead to accurate comprehension and correct speech. In addition to passive listening, which promotes some unconscious assimilation, the learner must be trained to listen critically for accurate comprehension.

Listening is a skill which can be developed by requiring the student to:

- 1. Listen repeatedly to the same recorded or spoken material
- 2. Read the accompanying text or script silently as he hears it spoken
- 3. Repeat the material that he hears
- 4. Answer oral questions based on the general content of what he has heard
- 5. Answer written questions based on the material heard
- 6. Give a brief oral or written summary (cued by the teacher, if necessary) of what he has heard

Following are some of the basic requirements for a good listening-comprehension exercise:

- 1. The atmosphere of the room should be quiet and conducive to listening. The listeners should not be too far removed from the voice source.
- 2. The spoken material should be suited to the age, interests, and grade level of the class.
- 3. The aim of the lesson should be clear to the entire class.
- 4. The class should be motivated and prepared.
- 5. After each reading or playing, the students should be encouraged to ask questions about anything they did not understand.

# The Phonograph Record

Disc recordings may be used effectively in the following areas of foreign language teaching:

- 1. Music appreciation
- 2. Appreciation of vocal selections or readings



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- 3. Teaching a song to the class
- 4. Drilling structures or vocabulary
- 5. Auditory comprehension exercises or tests
- 6. Dictation exercises or tests
- 7. The appreciation of literary selections in the foreign language
- 8. The appreciation of cultural background selections

The great advantage of the phonograph record is that it can be:

- 1. Stopped at any point for questions, comments, and discussion
- 2. "Spotted" and repeated any number of times
- 3. Played at any time
- 4. Pre-heard and evaluated
- 5. Obtained for almost any subject and in any language

#### Radio

The radio permits the student to hear the foreign language spoken by natives in life situations, and to enjoy vicariously the cultural atmosphere of the foreign country.

The New York City school system maintains station WNYE, from which educational programs are broadcast rive days a week. These programs can be used to advantage in the schools by dubbing in a Chinese sound track or commentary.

Besides the WNYE programs, there are often interesting and important commercial programs which can be used effectively in connection with Chinese language lessons. The material should be within the vocabulary range of the students. The difficulty with these commercial programs is that they cannot be reviewed in advance. They can, however, be taped and then presented to the class with vocabulary and questions.

# The Tape Recording

The tape recording is one of the most useful devices for practice in hearing the foreign language. In the past, students had to depend entirely on the teacher's pronunciation of Chinese. Now, any teacher may secure tapes and permit the class to hear a variety of native Chinese voices, including those of renowned actors and singers. A perfect model is thus available to every learner.

The values of the prerecorded tape are:

- 1. It extends the repetitive force of the teacher's voice beyond his own physical limitations.
- 2. A tape can be used all day. It does not tire and it does not vary in tone and pronunication.



- 3. Voices other than that of the teacher can be brought into the classroom.
- 4. The tape provides a permanent reference for the sounds and recorded speech of the Chinese language.

The technical advantages of the tape recordings are:

- 1. The recording may be permanent or it may be erased and the tape used again and again.
- 2. As a rule, a good tape recording has higher fidelity than a disc recording, and there is no record scratch.
- 3. Taped sequences can be catalogued and more easily identified than those on discs.

Listening to the taped recording is not enough. The important problem for the teacher is how to incorporate the tape techniques into the lesson. With a little ingenuity, the teacher can add the use of the tape recorder to his customary procedures. The materials, however, should be kept in definite and sequential relationship to the regular course of study. The most practical plan is to relate the taped recording to the content of the textbook. This offers little difficulty since most textbooks are now provided with accompanying tapes.

Speed is important in listening with understanding. Complate comprehension means grasping meaning at normal tempo. A large amount of spoken material, carefully graded in speed, is indicated.

In preparing tapes, the following basic principles should be considered:

- 1. The tape must contain precise directions so that the student knows exactly what he is to do.
- 2. Grammatical or linguistic explanations in English should be excluded from the tape. Chinese should be used almost exclusively.
- 3. Basic tapes should relate closely to the content of the course.
- 4. Special tapes may be prepared to give practice or remedial drill as needed.
- 5. Playing time should be limited to about 10 minutes.

One of the major uses of the tape recorder is for testing auditory comprehension. See pages 129-130for examples of types of questions suggested for testing auditory comprehension.



The student's voice is recorded at given intervals. A playback furnishes evidence of the degree of improvement in speaking ability. The teacher criticizes the recording since the student is not always the best judge of his own speech.

How and Where to Secure Audio-Visual Materials

The Bureau of Audio-Visual Instruction (BAVI) has the important function of securing and appraising new audio-visual materials and then preparing approved lists of 16mm sound films, filmstrips, slides, transparencies, flat pictures, recordings and prerecorded tapes.

Approved lists for requisitioning audio-visual materials are issued twice a year and sent to every school. The materials accepted for these lists are in consonance with the current course of study.

For further information concerning the available lists, consult the school audio-visual coordinator, or write to the Bureau of Audio-Visual Instruction (BAVI), 131 Livingston Street, Brooklyn, New York 11201.

## THE BAVI FILM LOAN COLLECTION

Each year, when funds are available, a number of newly approved 16mm sound films are purchased by BAVI for the free Film Loan Collection. These films may be borrowed by school personnel. Consult the BAVI catalogue, INSTRUCTIONAL FILMS AND TAPES, for procedure in borrowing.

### TAPES OF WNYE RADIO PROGRAMS

Duplication of any program or series may be requested by writing to BAVI and sending a 7 inch reel of good quality blank tape for every two titles desired. Instructions for ordering are included in the BAVI film catalogue.

#### CHINESE INFORMATION SERVICE

Lists of available 16mm educational films on China may be had by writing to the Chinese Information Service, 159 Lexington Avenue, New York, New York 10016. This agency provides these films on free loan to school personnel and other civic groups interested in the culture of China. It also provides, upon request, free cultural materials in class sets.

# REQUISITION OF MATERIALS

Since filmstrips, slides, recordings, pictures and transparencies are not available on loan from the Bureau of Audio-Visual Instruction, these aids must be purchased by the individual schools. Information about item number, vendor, cost, etc., can be found in the approved lists.



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#### THE LANGUAGE LABORATORY

Since the development of auditory acuity and verbal expression are among the aims of foreign language teaching, the language laboratory should be used beginning with the first level. Auditory acuity involves the ability to (a) distinguish among sounds; (b) recognize whether a specific phoneme belongs to the sound system of English or Chinese; (c) distinguish among similar sounds in Chinese; (d) recognize meanings of familiar words and groups of words which are spoken fluently in Chinese; (e) infer from context the sense of unfamiliar words and groups of words. These elements of auditory acuity often referred to as passive, should be termed receptive since the processes involved in comprehension involve student activity. The mental activity is intense, even though it is not externally visible.

Auditory acuity and verbal expression are closely related. Good pronunciation depends upon the ability to distinguish among sounds. In addition, good pronunciation requires physical control over speech musculature so that the speech organs, obedient to the speaker's intension, articulate the desired sounds. The teacher-supervised training in comparing sounds for recognitional purposes will develop into the skill of comparing one's speech production with what one hears. This should ultimately lead to self-criticism which will enable the student to improve without the close teacher supervision which was essential at the beginning.

After the teacher has presented phonemes, words, and groups of words for recognitional purposes, and has begun "live" training in speech production (largely through imitation with a minimal amount of explanation) the language laboratory takes over the necessary function of providing a sufficient amount of repetitive experience in listening and speaking. This will result in overlearning, which leads to automatized responses through which language becomes a usable vehicle for reception or expression of thought.

Laboratory Equipment and Students' Activities

The variety of activities which students perform in a laboratory depends upon the type of equipment installed. In some laboratories a given number of students' stations are equipped with individual tape recorders in addition to headsets (earphone-microphone combination). Here the student may record himself; he may rewind his tape and listen to it, noting his errors, and then correcting them to the best of his ability. Only a few laboratories are completely equipped with this playback facility.

In most laboratories, students' stations are equipped only with combination headsets which permit the student to hear a tape transmitted from the teacher's console, and to speak in imitation, but not to record at his station. This is the case also with the mobile laboratories which have been introduced experimentally into several schools. However, even without individual tape recorders, students' speech may be recorded at the teacher's console, one student at a time, as the student works in his booth. This facility should be in use in every laboratory session.



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The teacher should beware of permitting any laboratory lesson to consist solely of students' listening and repetition. Repetition may become an automatic process, and attention may wander. The student 'as no opportunity to exercise the self-critical faculty which we are seeking to develop. During each laboratory session the teacher should record the speech of at least two or three students and should have a brief lesson in which the whole class hears and criticizes the quality of speech heard during the playback.

Organization, Administration and Scheduling

Students should be scheduled for the laboratory at least once but not more than twice a week. This permits a greater number of classes to use the laboratory than would be the case if a class were scheduled to the laboratory as its regular classroom. A room with permanently fixed, high separators between booths, is suitable only for laboratory. Conventional teaching is best performed in a standard classroom.

A new development is the classroom laboratory, or electronic classroom. Here the equipment is contained in a desk which may be opened
to permit use and to provide separation between the students. When the
desk is closed flat, the classroom resumes its conventional appearance.
When all language classrooms are so equipped, there will be no need to
move classes to another room. The teacher will make his presentation
and will follow it by the appropriate lesson-tape for drill. Accessibility of equipment will simplify classroom routines by making laboratory practice instantly available.

#### Level I

At the first level, laboratory work may be started at approximately the sixth week of the course. This time must be flexible, depending upon the type of class, the nature of the presentation, and other factors. The following kinds of tapes are suggested for Level I:

- Recognition of sameness or difference of sounds
  Words are presented on tape in pairs, of which one may be
  in Chinese and one in English; both may be in Chirese with
  identical phonemes or with different phonemes. These tapes
  require two hearings. At the first hearing, the student
  repeats what he hears. At the second hearing, the student
  listens and writes for each pair the words "same" or
  "different," English first, then Chinese; or Chinese first,
  then English.
- 2. Selection of correct oral response

A sentence with three endings is heard on tape. One is correct. The student writes the number of the correct ending.

3. Selection of correct answer to question

A question is asked on tape, followed by three responses, of which one is correct. The student writes the number of the correct response.



# 4. Picture-description test\*

A clear, line-drawing is flashed on a screen by means of an over-head projector. Parts of the picture are numbered. The tape describes these parts and the students write the number of the parts described.

These four kinds of taped exercises require no reading or writing in Chinese but only auditory comprehension demonstrated by the writing of numbers or letters or a few English words, e.g., "same" or "different." At the first level, the vocabulary and structures used on the tapes should be closely related to what is taken up in class.

Other types of tapes to be used after the midpoint of level I are:

1. Direct spoken imitation of the taped model of words, phrases and sentences

In building up the amount of material to be repeated, the single words and phrases are, after repetition, incorporated in sentences, with an upper limit of approximately ten syllables. Repetitions on tape are spoken at an increasingly rapid pace, leading to a fair degree of fluency, but never at the expense of clarity of sound-image. The change of pace or tempo presents a new challenge each time and holds the learner's interest despite repetitions of identical material. Taped material must be lively in content and should avoid dull or stilted expressions.

2. Repetition and manipulation of patterns taken up in class

Manipulation or variations may include recasting the sentence by making an indicated basic change, e.g., restating in the negative, formulating questions from the statements, stating the sentence in a different tense, etc. After the student has spoken any sentence other than a direct imitation, he hears the correct form on the tape.

3. Directed speech

This kind of tape, in which the student obeys a direction telling him what to say, provides review at controlled speed of material taken up in class. It represents a step in developing freely expressed conversation and aims to progressively liberate the student from direct, imitative speech.

#### Level II

In a large school the administration is frequently faced with the need of combining into a unified group students who come from various teachers



<sup>\*</sup> Adapted from material prepared for the Language Laboratory Research Study. New York State Department of Education. 1959-1963.

with some variation in preparation, in speech patterns, and in language habits. The laboratory provides the means of giving a common linguistic experience which welds the group into a new unit. To achieve this result, some of the lesson tapes of Level I may be repeated for review. Others of the same type may be prepared, using vocabulary and grammatical structures prescribed for Level II in this curriculum bulletin.

Additional kinds of tapes appropriate for Level II are:

1. Tapes to accompany the basic reader

These tapes contain fluent readings of the text, or of parts of the text. The student listens and reads silently. Frequently, the proper phrasing of words helps the pupil understand the meaning and overcomes the tendency to read word-byword. If the text is read in a pleasant voice with good intonation, the reading becomes a pleasant esthetic experience. Portions of the text are reread on the tape, with spaces provided for the student's repetition. Suitable exercises may appear on the tape as well. The teacher may wish to have the student hear and read the entire text. While this is desirable, time limitations may prevent such treatment, in which case the teacher will select chapters for the students to read at home.

## 2. Dictation tapes

It is sometimes stated that the language laboratory is useful only for developing speaking and listening skills. It is a wise policy, however, to use the laboratory for whatever good purpose it can serve, in this case for writing practice in the form of dictation. Since taped speech deprives the pupil of visual clues to articulation, the exercise should be strictly controlled as to speed and clarity of speech. To save time, a sentence is read on tape, and several words extracted from it are repeated. The student writes these words. The words selected incorporate the problem to be practiced.

3. Auditory comprehension passages with pretest questions and multiple-choice responses

Passages selected or constructed to include the vocabulary and structure patterns prescribed for Level II form a good preparation for this type of work, which is generally used in Level III.

How and Where to Secure Laboratory Materials

Each school receives a list of approved Audio-Visual material which may be purchased by the individual school from commercial sources. Information as to item, number, vendor, cost, etc., can be found in the approved lists.



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In addition, budget permitting, the Bureau of Foreign Languages in cooperation with the Bureau of Aduio-Visual Instruction and the Bureau of Curriculum Development will prepare tapes and manuals of tape scripts based on this curriculum bulletin.

ERIC Full Text Provided by ERIC

#### TESTING

One of the indispensable functions of teaching is the periodic testing of pupil achievement. Testing procedures, in addition to measuring achievement, also exercise a profound influence on teaching practices and on pupils' attitudes and study habits. The teacher should, therefore, at all times be fully aware of the purpose of testing, whether it be an informal evaluation of classroom performance, a short quiz, or a comprehensive examination. The purposes of testing are briefly summarized here to focus attention on the values to be derived from testing programs.

# Purpose of Testing

- 1. Evaluation (measurement of achievement at any stage)
- 2. Instruction (review, organization and retention)
- 3. Diagnosis (determination of errors and difficulties)
- 4. Incentive (motivation for increased effort)
- 5. Orientation (practice for tests and examinations)
- 6. Placement (grade placement or ability grouping)
- 7. Experiment (resolution of instructional problems)

Aside from comprehensive foreign language achievement tests, the teacher's main concern is with class or department tests. Class tests may be designed to assess the basic foreign language skills, namely, auditory comprehension, oral production, reading comprehension, and writing skills. Class tests may also be designed to measure component skills or related knowledge, namely, pronunciation, mastery of vocabulary, structural control, or cultural knowledge. Whatever the skill or knowledge to be tested, the teacher should observe certain common sense principles of test construction which apply to all tests.

# Characteristics of a Good Test

A good foreign language test should:

- 1. reflect audio-lingual aims and procedures
- 2. function as far as possible within the foreign language
- 3. be based on a fair sampling of what has been taught
- 4. present items in functional context
- 5. list items in order of increasing difficulty



- 6. give proper weighting to items
- 7. provide clear instructions to the pupil
- 8. allow enough time for pupils to complete it
- 9. be easy to administer and to mark

The teacher should be aware of the converse of some of the characteristics of a good test. A general principle is to avoid any type of question which has a harmful effect on learning if practiced in the classroom. Among such undesirable types of questions are: (a) Translation (not recommended until Level IV); (b) Hybrid Items (do not use a garbled mixture of English and the foreign language); (c) Isolated Items (avoid words or idioms out of context, or culture questions out of situational context); (d) Incorrect Forms (avoid find-and-correct-the-error types which make the pupil concentrate on incorrect forms); (e) Two-Stage Items (do not require the pupil to perform two operations, of which the second depends on the correctness of the first); (f) Non-Functional Items (do not require the pupil to perform linguistic acrobatics; e.g., the sliding synopsis).

Testing the Four Skills

Auditory Comprehension

Testing audio-lingual achievement before students have learned to read and write requires special techniques, in some respects quite different from those used in written tests. Of the two interrelated skills involved here, auditory comprehension can be measured objectively by means of the following:

1. True-false statements

Women syandzai nyan Fawen. 我们明现在念法文

 Multiple-choice items consisting of definitions or inferential completions

Gou gen mau shr 为日本为首是

3. Oral responses

Teacher: Ni weishenma bu shufu? 你為什麼不虧

Pupil: Wo you bing. 秋有病



# 4. Action Responses

Teacher: Ching ba shu dakai. (Pupil opens the book.) 請担書打剧.

All statements, questions and choices should be heard only. True-false and multiple-choice items may be paper and pencil quizzes requiring answers merely by indication of a number or a letter. Oral responses should be modeled on dialogue and pattern drills.

Action responses are especially recommended because they dramatize auditory comprehension. Some suggested commands to stimulate action responses in testing auditory comprehension are:

Jan chi lai. Ching dzwo. Ching shwo Junggwohwa. Ching tsa tsa 是板 請 起門 關 heiban. Ching ba men gwan shang. Pantomime or make-believe action

responses extend the range of testing possibilities: Ching ju 手 請 担 收 者 集 拿 东 shou. Ching dau heiban sye dz. Ching ba shouyinji nalai. These

commands will, of course, all be given in Chinese and will use only the structure and vocabulary taken up prior to the test.

A component skill of auditory comprehension is auditory discrimination, usually measured by a phonetic discrimination test. This is made up of lists of words or phrases having minimal contrasts.

For example: sha, sya, and shau, syau シー、 バー・ナンル・

The teacher pronounces the series twice while the students listen. The teacher then pronounces the series a third time, and after a pause, pronounces only one word selected from the series. The students indicate by a number or letter which of the two words the teacher pronounced.

#### Oral Production

The measurement of speaking skill (oral production) is a more difficult task because the very nature of this skill requires that (a) considerable time must be taken to test pupils individually, and (b) the teacher must use subjective judgment as to quality of performance. These troublesome factors of excessive time and lack of objectivity may be reduced by the following procedure. Determine only the most important oral-production features in the dialogue and drills of a unit and test only enough pupils each day to cover all of the class by the end of the unit. Keep a proficiency record on a unit chart of students' names (on horizontal lines) and indicate oral-production features at the head of vertical columns. Use grades A, B, C, D to indicate proficiency levels, where A equals native or near-native proficiency, B equals minor errors but good enough to be understood, C equals major errors but partly comprehensible, and D equals totally incomprehensible.

The chart may also be used for grading recorded speech tests. The advantages of this procedure are that the teacher can do the grading outside of class, with the assistance of another teacher, if possible, thus reducing subjective factors. However, the inordinate amount of time required for constructing the test, for recording each student's speech, and for rating the results make it inadvisable to use this procedure except as part of a terminal examination.

The evaluation of component oral skills, e.g., pronunciation, pattern variation, etc. is somewhat easier than the evaluation of speaking skills in general because these component skills are constantly being drilled in the classroom during audio-lingual instruction. Thus, the so-called echo test is nothing more than a measure of the student's ability to mimic words, phrases, and sentences spoken by the teacher or by a recorded voice. The teacher may use a rating scale to evaluate the student's power of exact mimicry.

Other question-types for testing oral production and its component skills follow the models presented in dialogues and drills. A summary of the chief question-types which can be constructed on this basis follows:

# Dialogue Responses

The student speaks the phrases and sentences corresponding to his assigned role in a memorized dialogue, cued by the teacher or by a dialogue partner.

### Dialogue Questions

The student answers dialogue or personalized questions asked by the teacher or by another student.

### Directed Dialogue

The student is directed by the teacher to tell, ask, say, describe, or explain something to someone.

# Substitution

The student substitutes words or phrases in a pattern sentence, cued by the teacher.

#### Transformation

The student changes forms or tenses in a pattern sentence, cued by the teacher.

A more comprehensive type of scale for rating oral ability in Chinese is the Oral Ability Rating Scale originally designed for use in Level II citywide foreign language tests. This is not a single test but rather a rating scale based upon total oral performance over the entire final term of Level II. The rating is a teacher's estimate guided by the rating scale. Descriptions given in this bulletin of what constitutes oral



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## BOARD OF EDUCATION OF THE CITY OF NEW YORK Bureau of Foreign Languages-Bureau of Curriculum Research ORAL ABILITY RATING SCALE City-Wide Foreign Language Examinations, Level II PART I: ORAL ABILITY, to be determined by the teacher's estimate of a pupil's total oral performance for the entire term. 10 credits. Encircle the language to which this rating refers: FR \_ CH \_ Pupil's Name -\_ Date \_ Teacher's Name Language Class. Junior H.S. No. & Boro \_ Senior H.S. \_ DEFINITIONS: 1. Quality pertains to pronunciation, intonation, pitch, stress, phrasing, juncture and fluency. 2. Apiness pertains to promptness, correctness and appropriateness of responses and rejoinders in the light of directions given, questions asked, statements made and situations indi-3. Eche Ability pertains to the quality of the pupil's oral reproduction or mimicry of words, phrases and sentences spoken by the teacher or by a recorded voice. 4. Recitation pertains to the quality of the pupil's oral production in oral reading, recitation of memorized dialogues and of memory selections 5. Drill pertains to quality of oral production in pattern drills (repetition, substitution, expansion, etc.). 6. Drill Responses pertains to quality and aptness of responses in transformation drills. 7. Directed Responses pertains to quality and aptness of "choice," "yes-no," "cued" and directed dialogue responses. RATING SCALE: Unintelligible, inaudible, c 20 response..... DIRECTIONS: Check one box after A and enter its numerical value in the last column on the right. Repeat this procedure for B, C, D, E. Enter the total of all five ratings at the bottom of the last column. **QUALITY** ł 1 11 Ratings 2 A. Echo Ability B. Recitation C. Drille APTNESS D. Drill Responses E. Directed Responses

ORAL ABILITY RATING SCALE

Total....



ability are used as the basis for identification of the components of oral ability to be rated. Performance in the particular types of oral skills specified as aims for Levels I and II was also a major consideration in identifying rating factors.

The following oral skills are to be rated: Echo Ability, Recitation, Drills, Drill Responses, Directed Responses. All of these terms are defined in the specimen rating scale on page 132. These aspects of oral production are listed in order of increasing complexity. Thus, Echo Ability, involving reproduction or mimicry, is a purely imitative skill and hence is placed at the beginning or easiest part of the scale. At the most difficult end of the scale we have Directed Responses involving cued and directed dialogue responses, both active skills which require not only quality but also aptness (promptness, correctness and appropriateness of response). Normal or free conversation is not represented on the rating scale because the attainment of this complex skill is not an expected outcome of Levels I and II.

## Reading Comprehension

Following the prereading phase and continuing through all levels, the testing of reading comprehension is a regular feature of instruction. In Level I, before writing has been introduced, reading comprehension questions can be answered orally, but formal tests will have to be entirely of the objective type, e.g., true-false items, completions, and definitions, with multiple choices, of which the correct one is indicated by a number or letter. In addition, component reading skills (vocabulary, structure, and idiom recognition) can also be tested either by oral responses or by objective-type quizzes, entirely in Chinese.

The basic type of objective reading-comprehension test consists of a reading passage followed by a series of statements with a number of completions after each statement. The student is required to choose the one completion which is correct in the light of what is stated or implied in the reading passage. In constructing such a test, the teacher must make sure that the passage selected has sufficient content upon which to base at least five statements, each having from three to five alternative completions. At least one of the five statements should refer to the general idea or situation of the passage rather than to explicit facts therein. In devising the completions, the teacher must be careful to have only one possible correct answer among the alternatives. Care must also be taken to avoid obviously nonsensical completions which can be eliminated by the pupil without basic comprehension of the passage.

Component reading skills can be tested entirely in Chinese and with all items in context. In the following suggestions, each question-type below requires the pupils to choose from a given list of three or four words or idioms the one which is correct according to context in a given sentence.

1. Choose the synonym (or antonym) of an underlined word in a given sentence.



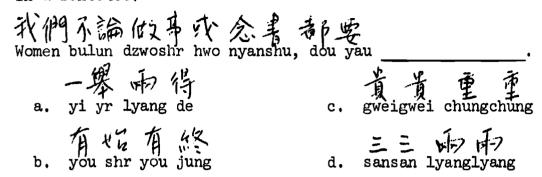
2.	Choose in a gi	the word ven sent	which bel	Longs in	the same	class a	s the w	nderlined
a			wu. たん c. nyau		<del>-</del>			
3.			which is		·	en sente	nce.	
			fang. 座	, ,,				
a	keting	g b. 1	計序 vofang c	fanti	同之, ing d.	syidzau	k B fang	
4.	Choose t	the word	which fit	s the si	ituation o	described	l in a s	entence.
a.			dungwu de 才岂 拜 libaitan					
5.	写稿 Yatung	de shri	whose mea 化头尾.? nou yin.ga	液盾 i kan _			n a sen	tence.
а	木文 syauj	k jang b.	牙醫 yayi c	高 kanhu	d. jir	igcha		
	~~11~~ ~~	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	that is m tebye had			ture or	idiom u	sed in a
			whose med L L T T ng chyu d		ts a blan	k space	in a se	ntence.

Na ge ren shr jyau-ywan. 形值人是表复

受生 大夫 買前 工人 sywe-sheng b. dai-fu c. maimaide d. gungren



8. Choose the idiom which would be appropriate to the situation described in a sentence.



# Writing

Most of the previously discussed question-types for testing auditory comprehension, oral production and reading comprehension can be readily adapted to require written answers. For example, the true-false type can be broadened to include the writing of true statements for those which the pupil has marked false. The directions for oral responses can be changed to require written responses in the case of auditory and reading comprehension questions. Completion types can require either short written answers or rewriting of the entire sentence plus the completion. Other tests of writing ability are "spot" or full dictations, controlled writing, and directed composition. The latter will be discussed below under New York State Regents Examinations.

Tests of component writing skills can also be adapted to require written answers, using the types just noted. After hearing the minimal-contrast series in the phonetic discrimination test, the student can write the word or phrase which the teacher pronounced last. The items of the echo test can first be repeated orally and then written. The same can be done with substitutions, transformations, dialogue and directed dialogue responses.

New York State Regents Examination

Although as of this writing, there is no New York State Regents Examination in Chinese, Regents credit is granted to students who successfully pass the New York Citywide Level III Examination in Chinese. This examination is similar to the other New York State Regents language examinations in format and academic requirements.

Providing student orientation to questions in comprehensive examinations is a recognized purpose of class testing programs. Although the following types of questions appear in the Chinese Level III examinations, they are designed to test the results of audio-lingual instruction and hence are also suitable for adaptation to other levels.

Auditory Comprehension

This type of question consists of ten or fifteen Chinese passages dealing with audio-lingual experiences. Each passage is preceded by a question in Chinese. The examiner reads the question and the passage at conversational tempo. The students read the question and four alter-



native answers on their answer papers and are given one minute to choose the correct answer and to write its number in the space provided. The level and range of vocabulary, structures, and idioms is determined by the content and scope of Levels I-III. The content of the passages is similar to the topics taken up in the dialogues, intensive reading, and culture study for Levels I-III. Sources for the passages may be Chinese newspapers, periodicals, student publications, printed texts of broadcasts, and textbooks or review books containing audio-comprehension exercises. The passages should deal with a central theme or situation, and its length should not exceed fifty words. the following: anecdotes in which comprehension depends on a single key word or punch line, complex structures not characteristic of spoken Chinese, and exotic words or names that are not recognizable audially. Classify the passages as easy, medium, difficult, and arrange them in order of increasing difficulty.

# Directed Composition

This type of question consists of a number of directions, given in English or in Chinese, in which students are directed to tell, ask, say, describe, or explain something in Chinese to another person. The directions are designed to elicit a series of Chinese sentences related in context. Example: Write a composition describing your school. Your composition should include information on the following topics:

- a. The approximate number of students and teachers.
- b. The type of classmates.
- c. Some of the subjects taught in the school.
- d. Some of the facilities of the school.
- e. The usual school program.
- f. Some of the extracurricular activities of the school.

In constructing a question of this type, the teacher must make sure that the topic is within the real or potential experience range of students in a particular level and that the vocabulary, structures, and idioms needed for answering have been taught for active use. If the directions and outline are given in English, the pupils should be told that the purpose of this question is not to translate the exact words given in the outline but to use appropriate expressions in Chinese that will best convey the ideas.

Other types of New York State Regents questions are:

### a. Oral-Stimulus Dialogues

The examiner reads a statement describing the setting of the dialogue. He then reads the part of the first speaker. The



student, bearing in mind the setting, writes an appropriate response on behalf of the second speaker.

## b. Written-Stimulus Dialogues

Each dialogue group begins with a brief statement describing the background setting. After carefully reading the background setting and the lines of dialogue, the student writes on behalf of the second speaker an appropriate response to each dialogue line of the first speaker.

## c. Reading Comprehension

The student reads a passage in Chinese and then answers a series of multiple-choice questions based on the passage.

In general, the trend of developments in the Regents examinations is to require more active knowledge, i.e., a greater percentage of complete written responses or written completions, and fewer multiple choices.



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#### **EVALUATION**

The following outline of the characteristics of an effective foreign language program is intended to help teachers, department chairmen, coordinators, and principals concerned with foreign language instruction. The general and specific aims of foreign language instruction are given in detail at the beginning of this bulletin and at the beginning of each level. Matching these aims with the practices listed here and the results of instruction should enable teachers and supervisors to assess the effectiveness of the overall foreign language program.

The practices outlined below cannot, of course, all be observed in a single class period. They should, however, play an important role in the total foreign language program over a period of time.

## Teaching Conditions

#### he Classroom

- 1. The classroom is a "cultural island" with appropriate exhibits, posters, pictures, photographs, proverbs, travel folders, and maps illustrating various aspects of the foreign language and its culture.
- 2. Many chalkboards are available on the walls of the classroom (including the rear wall).
- 3. All exercises written on the chalkboards have Chinese headings.
- 4. A class bulletin board displays news items and pictures of current interest from Chinese newspapers and magazines. Displays are not more than a week old.
- 5. The Chinese classroom is equipped with a tape recorder, a phonograph, and a combination slide and filmstrip projector.
- 6. The room is equipped with dark shades and a motion picture screen.
- 7. Chinese dictionaries, periodicals, newspapers, and reference books are available to students.

#### The Language Laboratory

- 1. The laboratory is large enough to provide a position for each member of the class.
- 2. Some student positions provide for recording by students and for play-back of what has been said.
- 3. There is adequate provision for the storage of tapes and other equipment in the room.



- 4. A program of preventive maintenance of electro-mechanical aids, provided at regular intervals, is available.
- 5. The laboratory is used only for language classes and is located in a quiet section of the building.
- 6. The positions at which the students sit are provided with places for books and papers so that students may write.
- 7. The laboratory is available for each student at least once a week, and more often when possible. The laboratory period is never more than half the time of a regular class period.
- 8. The laboratory is constantly supervised by a responsible person.
- 9. At early levels the tapes used in the laboratory contain materials that have first been presented in class.
- 10. At higher levels the laboratory provides opportunities for listening to authentic recordings of cultural and literar, value.
- 11. When possible, time allowance is given to teachers for the preparation of tape scripts and tapes.
- 12. The language laboratory plays a role in the testing program.

## The Teacher's Program

- 1. The teacher is given no more than two preparations daily, when possible.
- 2. The teacher teaches no more than three classes consecutively.
- 3. Preferably, the teacher meets all his classes in the same room.
- 4. Only specially qualified teachers are given difficult assignments.

#### Opportunities for Teacher and Student Growth

- 1. Experimental programs and demonstrations of new teaching techniques are encouraged.
- 2. Arrangements are made for interschool visits and teacher exchanges.
- 3. Foreign travel for foreign language teachers is encouraged.
- 4. Provision is made for teachers to attend professional meetings.
- 5. Attendance of teachers at NDEA Institutes is encouraged.
- 6. Teachers are given time to prepare suitable classroom and laboratory materials for their students.
- 7. Teachers are encouraged to participate in study groups and work-shops.



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- 8. Outstanding achievement in Chinese by students is recognized with awards comparable to honors in other subject areas.
- 9. Students are encouraged to correspond with students living in Chinese communities.

## Organization

#### Recruitment

- 1. All teachers of Chinese classes hold a license in the subject.
- 2. Chinese instruction is available to all students who can profit from such instruction.
- 3. Students who find that they are unable to continue to study Chinese with profit are permitted to withdraw.
- 4. Guidance counselors are well informed on the subject of the foreign language program.
- 5. Students begin only one foreign language at a time.
- 6. Students of foreign background are encouraged to study their mother tongue.

#### Curriculum

- 1. Courses are established which aim at a six year sequence on the secondary school level and a three year sequence on the elementary level.
- 2. In planning students' programs, an attempt is made to avoid a long gap between the end of foreign language study in high school and the beginning of foreign language study in college.
- 3. The school's course of study does not slavishly follow a commercially prepared text when such text deviates from the requirements of the New York City foreign language program.
- 4. Courses emphasize the use of Chinese for communication in this order: listening comprehension, speaking, reading, and writing.
- 5. Courses utilize the Chinese language resources of the community.
- 6. A sequential and continuous program is provided.
- 7. There is satisfactory articulation both downward and upward.
- 8. There is a long sequence in one foreign language rather than short sequences in two.



- 9. There is adequate provision for the use of audio-visual aids.
- 10. Special classes are programmed to meet the needs of advanced and academically talented students.
- 11. Teachers are provided with definite departmental courses of study and units of work.

#### The Teacher

- 1. Has a fluent command of the Chinese language, especially of its sound system.
- 2. Avoids excessive talking.
- 3. Uses Chinese almost exclusively.
- 4. Plans every lesson carefully and keeps written lesson plans.
- 5. Presents a good example to the class, in neatness of attire, dignity, posture, and bearing.
- 6. Has a stimulating personality.
- 7. Is respected by the students and is in complete control of the class-room situation.
- 8. Is friendly, cheerful, courteous, and helpful.
- 9. Carefully explains what is required of students and insists that they meet the standard set.
- 10. Can adapt the textbook used to the requirements of this bulletin.
- 11. Is patient, generous, and fair; possesses a good sense of humor without descending to undue familiarity or cheap humor.
- 12. Speaks English clearly and correctly.
- .3. Has a pleasant voice of sufficient volume to be heard anywhere in the room.
- 14. Welcomes visitors to the classroom and is receptive to constructive supervision and criticism.

#### The Students

- 1. Are interested and attentive.
- 2. Participate in the lesson actively.



- 3. Communicate actively with each other in Chinese under the direction of the teacher.
- 4. Are courteous and helpful toward the teacher and fellow students.
- 5. Recite in a clear and audible voice.
- 6. Speak both Chinese and English correctly.
- 7. Are neat in all their written work.
- 8. Correct each other's work constructively and spontaneously.

## The Quality of Instruction

- 1. Lessons are well planned and timed so that they are taught within the class period.
- 2. Students are provided with opportunities for using Chinese in meaningful situations. There is a maximum use of Chinese. English is used only when absolutely necessary.
- 3. New structures are presented and drilled by means of pattern practice.
- 4. Both analogy and analysis are used as devices in teaching grammatical structures. There is a maximum of drill to automatize responses and a minimum of theoretical explanation.
- 5. Students are expected to master the sound system of Chinese in functional expressions before learning to read and write the language.
- 6. Instruction aims at developing direct auditory and reading comprehension, without translation into English.
- 7. The classroom use of disc and tape recordings is a regular part of the course.
- 8. Various visual aids are used to teach and drill vocabulary and to promote conversation in Chinese.
- 9. The cultural aspect of the study of Chinese is integrated with the linguistic aspect.
- 10. Chinese is used in situations appropriate to the age and experience of the students.
- 11. In testing, performance in Chinese is stressed.
- 12. Errors in pronunciation and intonation are promptly corrected.
- 13. First choral, and then individual, responses are elicited.



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- 14. Reading is taught, at the beginning, as a natural outgrowth of audiolingual experiences.
- 15. A variety of drills and activities is used in a single period.
- 16. Drill exercises are well graded and progressive in difficulty.
- 17. Homework as ignments are clear and meaningful, and provide for individual differences.
- 18. Writing skills are taught through copying, dictation, completion exercises, written answers and rejoinders, and compositions.
- 19. Instruction is maintained at a lively pace.
- 20. In the elementary phases of the program, instruction is based on the use of dialogues and mimicry-memorization techniques.
- 21. Adequate provision is made for the review of learned material at appropriate intervals.
- 22. Language skills are regularly and appropriately evaluated.
- 23. Comprehension is always checked in student responses.
- 24. Adequate one ision is regularly made for remedial instruction.
- 25. Class work and laboratory drill are well integrated.
- 26. Every lesson is properly motivated.
- 27. The distribution of books and materials, the collection of home-work, and other housekeeping chores are well routinized.
- 28. While some students write on the chalkboard, the others work at their seats.
- 29. Questions are clearly formulated; they are put to the entire class and time is allowed for thinking; individuals are then called upon by name.
- 30. Questions are well distributed so that all students have an opportunity to recite.
- 31. Before the close of the class period, the main points of the lesson are summarized briefly.
- 32. The teacher does not depend solely on the textbook, but often makes use of lively, well prepared exercises of his own invention.



#### THE ADVANCED PLACEMENT PROGRAM

As of September 1969, no provision has been made for an Advanced Placement examination in Chinese. There is, therefore, no Advanced Placement Program for Chinese in the New York City schools. Nevertheless, the following section, which explains the program as it operates in French, Spanish, German, and Latin may be of interest to all foreign language teachers.

In keeping with the national interest in strengthening all areas of American education, the Advanced Placement Program is offered in foreign languages to stimulate selected students and teachers to higher achievement.

Advanced Placement programs are offered in schools in which a sufficient number of gifted and ambitious students warrant such special provision. These students are given an opportunity to do college-level work and to take the Advanced Placement examinations. Passing these examinations usually enables the students to receive college credit or to be placed in advanced courses in college, or both.

Selection of students for the college-level course is based on a number of criteria: the student's proficiency in the foreign language, his native ability, his general scholastic achievement, recommendations of his teacher and guidance counselor regarding the student's maturity, his emotional balance, his health, and his parents' consent. An important factor is the student's eagerness to take the course, not for credit, but for work on a high level. The teacher should be selected for his interest in the program, his readiness to work on a college level, and his professional background. Moreover, he should be fluent in the foreign language, have a broad knowledge of its culture and literature, and possess the ability to present and interpret its literature on a college level.

Differences between Levels IV and V of the course of study and the Advanced Placement Program occur in content, in certain aspects of method, and in the student's expected achievement. The content in the Advanced Placement Program has more difficult and mature materials studied in greater depth. The method is predicated upon more frequent and more extensive lecturing, class discussions to elicit penetrating analysis and to stimulate interpretation, and a greater amount of independent work by the students.

The two basic objectives of the course are an increased competence in the use of the foreign language and a knowledge of the literature and the culture of the foreign country. The Advanced Placement Program syllabus states that, upon completion of the advanced course, the student should have attained the ability "to understand what an educated native speaker says when he is speaking at normal speed on a subject not unduly specialized"; and the ability "to speak with an acceptable pronunciation and with a command of vocabulary and syntax sufficient for a



sustained conversation on a general subject." With regard to the content in literature and culture, the Advanced Placement Program syllabus states: "Knowledge of the literature and culture involves an acquaintance with representative works significant for their content and literary values, and the ability to read with understanding and appreciation. The student should be able to comprehend the situations, emotions, ideas, and implications of works which might be read in a college course in literature and to relate such works to their historical and cultural setting."

Moreover, he should be able to write freely and accurately on subjects that fall within the range of his experience.

For further information regarding administration of the course, selection of pupils, qualifications of teachers, description of course content, examinations, and credits, teachers may use Advanced Placement Program Course Descriptions (College Entrance Examination Board, Educational Testing Service, Box 592, Princeton, N.J. \$1.50).

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#### TEAM TEACHING

Team teaching is a type of staff collaboration in which two or more teachers are teamed for some aspects of the instructional program. It provides a means of pooling the talents of teachers in planning and carrying out learning experiences. In their respective classes, the teachers are jointly responsible for the instruction of all students in whatever curriculum content is selected for team teaching. Each teacher is also responsible for his own class. This method gives the students a periodic change of pace and exposes them to different teacher personalities.

Team teaching is characterized by large - and small-group instruction. For example, one teacher may take two classes for a lecture, demonstration, film, or trip, while the other tutors a small group. Large-and small-group instruction also provides time for the relieved teacher or teachers to plan lessons, prepare teaching materials, arrange special programs, etc.

Experience has demonstrated that certain preconditions must be met before team teaching can be fully successful:

- 1. The programming of two or more classes which will be parallel in time, language, and grade.
- 2. The assignment to these classes of teachers who have varied abilities and who possess qualities of personality and temperament that make for effective teamwork.
- 3. The provision of rooms or halls large enough to seat two or more normal-sized classes as a group.
- 4. The drawing up of lesson plans, teacher-class charts, and time schedules for an entire unit of team teaching.
- 5. The design and construction of suitable tests and other instruments for evaluating the team teaching program.

Assuming that these conditions exist, how can we profitably engage in team teaching in foreign languages? A team of two or more teachers (with varying leadership according to the topic of the lesson and teacher talent) can prepare thoroughly for lectures which may include the use of the opaque projector and pictures, the overhead projector and transparencies, taped material and tape recorders, phonographs and discs, or the sound projector and films.

The emphasis on the development of audio-lingual skills demands so much time that the teaching of the foreign culture frequently tends to be neglected or to be carried on in English. Team teaching, on the other hand, permits the careful preparation of lecture scripts with



vocabulary so that the lectures can be delivered in the foreign language. The benefits of these lectures extend to all the students, for they gain in language as well as in information and appreciation.

Team teaching also enables the members of the team to prepare well-graded pattern drills, scripts and tapes for language laboratory use, duplicated exercises, review materials, and tests, as well as visual material for display or projection on a screen.

Through large-group teaching, the teacher who is most expert in the demonstration and explanation of structures can take over two or more classes so that eventually all students in a given grade of a language can profit from superior teaching. The other teachers will also profit through the preparation and observation of such lessons.

Some aspects of language learning, such as the development of good pronunciation, conversational skills, and reading and writing ability, do not lend themselves as well to team teaching. However, they may be taught in small groups by teachers relieved as the result of largegroup formations. This is generally true of those aspects of language learning in which intensive individual performance and correction are necessary. However, team teaching can be used profitably in a program of foreign language instruction if there is resourceful programming of teachers and students, and if the aforementioned preconditions are met.

#### PROGRAMMED INSTRUCTION

Programmed instruction is based on a carefully integrated psychological rationale. Three essential features must be present in a course to make it authentic programmed instruction.

- 1. The program must be based upon an adequately detailed specification of the "terminal behavior" (that is, new skills, knowledge or response tendencies) which the programmer desires to produce.
- 2. The material of instruction must be organized and presented in a carefully designed sequence of steps so that each step is made easier by virtue of the material learned in previous steps.
- 3. The student must have an opportunity to test his mastery of each critical step as he proceeds through the program; that is, the program must be so constructed that correct responses are promptly confirmed and the student understands and corrects wrong responses.

In the conventional classroom the teacher cannot effectively employ the three essentials of programmed instruction. As a result, special devices have been introduced to present the programmed material to the learner: teaching machines, self-tutoring courses, programmed textbooks, etc. These devices in themselves are of minor importance. The effectiveness of programmed instruction will depend almost entirely on the teaching materials.

In its construction and application, a programmed course in a foreign language has the following features:

- 1. The material is graded into small, easy steps that can be taken by the student one at a time with a minimum of error.
- 2. The program requires the student to be active by responding to every new item.
  - 3. The program is to be used by each student individually.
- 4. Programmed learning provides for immediate reinforcement by supplying the correct answer after each response.
- 5. In programmed learning there is the merging of teaching and testing into one single process.

In addition, since audio-lingual competency is now a recognized prime goal in language learning it would appear that no programmed course in foreign languages can claim to be effective unless it makes provision for auditory practice (through tapes) and for oral student responses, (through an audio-active microphone).



Programmed courses in foreign language have been tried experimentally in several classes in New York City high schools. It has been found that this type of instruction may have the following limitations.

- 1. Programmed instruction designed to be used by individual students at their own pace assumes continuously renewed student motivation which will sustain student attention, interest and activity throughout the course. The majority of high school students, however, seem to need constant teacher-induced motivation, encouragement, and prodding.
- 2. The material in the programmed courses is organized along logical rather than psychological lines. Words are introduced for phonetic reasons and structures for linguistic reasons rather than on the basis of situations. This approach fails to capitalize on student interest in student-centered activities.
- 3. Since the pace of the course and the rate of introduction of new material may be too slow for many students, the material may seem pointless and a waste of time.
- 4. Optimum use of a taped programmed course requires that each student operate a tape recorder equipped with a pedal for instant start and stop. At time of publication no New York City public school language laboratory is so equipped. It would be very expensive to provide each laboratory with such equipment. Furthermore, one laboratory cannot meet the needs of all the foreign language students in a school.

Fernand Marty developed a Programmed Course in Basic French which dispenses with an instructor entirely. After one year's trial, he listed the following drawbacks:

- 1. Students missed the teacher-stud nt relationship.
- 2. Reinforcement by a machine is not sufficient to provide motivation.
- 3. The machine program failed to produce pronunciation as adequte as could be attained by a teacher supplemented by tape-recorded drills.
- 4. Too much time was consumed in detecting errors, and there was also a failure to detect errors with sufficient accuracy.
  - 5. A self-instructional program cannot provide for self-expression.
- 6. Students felt the need of a book or other material to supplement the self-instruction in the language laboratory.
- 7. Students were dissatisfied with communicating only with a machine.

In light of all these findings, it would appear that programmed foreign language courses are not now suitable for use in our New York City classrooms. It is quite conceivable, however, that properly constructed programmed courses can be used to fill the need for individual



remedial work, or independent study by highly motivated students. Such courses would be most useful if they were divided into separate units, each unit treating a particular phase of segment of pronunciation, structure, vocabulary, etc. If such units could be closely related to the material used in the regular course, the promise of programmed instruction might then be realized, namely, "to free the teacher from the purely mechanical drill work," and make it possible for him "to teach students to use with art the skills which they have mastered through science."



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## Periodicals

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- Journal of Chinese Linguistics. Publication of the Project on Linguistic Analysis, 2222 Piedmont Avenue, Berkeley, California 94720.
- Journal of the Chinese Language Teachers. Publication of the Chinese Language Teachers Association, Seton Hall University, South Orange, N.J.



#### AUDIO-VISUAL AIDS

Teachers are referred to a <u>Guide to Films, Filmstrips, Maps and Globes</u>, <u>Records on Asia</u>, available from the Asia Society, 112 East 64 Street, New York, New York 10021.

## <u>Films</u>

The Chinese Information Service, 159 Lexington Avenue, New York, New York 10016, provides lists of educational films which may be borrowed without charge. The following list represents a sampling of the films available.

A City of Cathay	(C)	25 min.
Chinese New Year	(C)	15 min.
Dance in China	(C)	28 min.
Music in China	(C)	28 min.
Ceramics in China	(c)	24 min.
Chinese Costumes	(C)	28 min.

Athena Films, 165 West 46 Street, New York, New York 10019.

Chinese Bronze of Ancient Times	(C)	17 min.
Chinese Ceramics Through the Ages	(c)	17 min.
Chinese Jade Carving	(C)	10 min.
Chinese Painting Through the Ages	(C)	20 min.
Chinese Sculpture Through the Ages	(C)	20 min.
Chinese Shadow Play	(C)	ll min.
Story of Chinese Art	(C)	20 min.

Film Images, 220 West 42 Street, New York, New York 10036.

A Night at the Peking Opera (C) 20 min.

McGraw-Hill Book Co., Text-Film Division, 1221 Avenue of the Americas, New York, New York 10020.

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China's Chair (C) 28 min.

China: The Red Sons (C) 52 min.

The East Is Red (C) 130 min.
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### Filmstrips

Life Education Program, P.O. Box 834, New York, N.Y. 10019

The World's Great Religions (C) 64-86 frames

McGraw-Hill Book Co., Text-Film Division, 1221 Avenue of the Americas, New York, New York 10020

China and Her Neightors (C) 42-48 frames



Society for Visual Education, 1345 Diversey Parkway, Chicago, Ill. 60614

Understanding Buddhism

(C) 68 frames accompanied by records

Living in China Today

(C) 4 filmstrips and 4 accompanying records; 73 frames

## Maps

Yale University, Far Eastern Publications, 28 Hillhouse Ave., New Haven, Conn. 06520

Language Map of China, by Henry C. Fenn 8-1/2" x 11"

The Provinces of China 8-1/2" x 11"

"wenty Chief Cities of China 8-1/2" x 11"

Denoyer-Geppert Audio-Visuals, 5235 Ravenswood, Chicago, Ill. 60640

Physical Map of Asia 47" x 37"

## Map Traisparencies

A. J. Nystrom Co., 3333 Elston Ave., Chicago, Ill. 60618

World Map Co., Inc., P.O. Box 336, Tarrytown, N.Y.

Tecnifax Products of Scott Education Division, 195 Appleton St., Holyoke, Mass. 01040

#### Records

Folkways Records, 701 Seventh Ave., New York, N.Y. 10036

Chinese Folk Songs and Dances FP 6802

Chinese Songs and Opera FW 8880

The Ruse of the Empty City (Peking Opera) FW 8882

Ellie Mao: An Anthology of Chinese Folk Songs FW 8877

Beating the Emperor's Robe FW 8883



Lyrichord Records, 141 Perry St., New York, N.Y.

Chinese Classical Music	LL	72
Chinese Classical Masterpieces	LL	82
Exotic Music of Ancient China	LL	122
China's Instrumental Heritage	LL	92
Shantung, Music of Confucius' Homeland	LL	112

## Tapes

Magnetic tape recordings to accompany the major basic textbooks used in the secondary schools may be ordered from the following sources:

Far Eastern Publications, Yale University, 28 Hillhouse Ave., New Haven, Conn. 06520

Language Laboratory, Seton Hall University, South Orange, N. J.

Professor Teng Ssu-yu, University of Chicago, Chicago, Illinois Altoan Press, Palo Alto, Calif.

